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ABSTRACT

An Educational Specification Committee was convened to determine the design specifications required for a new middle school in Roseville, California's Dry Creek District. This report presents revisions to an earlier document that examined school room specifications for each grade level and administrative area. Specification considerations are detailed (where applicable) for each school area that include assessment points on the curriculum to be taught, outcomes expected, any discernible educational trends, the teaching and learning activities under the different curriculum areas, orientation and relationships, internal traffic, furniture and equipment needs, utilities required, any special requirements to become part of the classroom facilities, storage, and enrollment levels for that grade. Staff rooms, restrooms, security and custodial areas, outdoor education, and conference rooms are also detailed. Concluding information lists items that have been noted through past building experiences that should be reviewed and considered in the planning phase of the new school. (GR)

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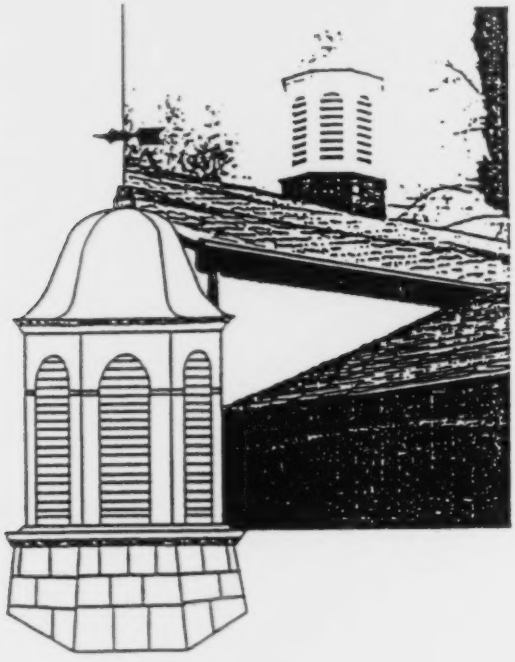
DRY CREEK JOINT ELEMENTARY SCHOOL DISTRICT



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EDUCATIONAL SPECIFICATIONS

DRY CREEK MIDDLE SCHOOL
ADOPTED APRIL 4, 1991

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Kelvin K. Lee
Superintendent

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Jeannie Dennard	7th Grade Teacher
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Judith Gill	6th Grade Teacher, Music Specialist
Ron Hawthrone	7th/8th Grade Teacher
Tana Stigile	Resource Specialist

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Elmer Rice	Head Custodian
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Patty Maisch	PTA First Vice President - Dry Creek School

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Karl Pallastrini	Middle School Principal

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Dr. Glen F. Ovard
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February 1991

ACKNOWLEDGEMENT

The Dry Creek Joint Elementary School District would like to acknowledge the support of the Roseville Hewlett Packard Pilot Partnership Program in the completion of the Educational Specifications contained in this document. On two separate occasions, during the month of February 1991, the partnership program provided facilities, support staff, food service, computer assistance, and consultants as the Educational Specification Task Force completed its work.

Although there is no direct mention of the Hewlett Packard support in the specification, the process was enhanced by its environment. The Dry Creek School District appreciates the efforts of Hewlett Packard on its behalf.

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Note to Reader

NOTE: The section pages are numbered consecutively. The pages within each section are number consecutively (see example).

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1	1.1, 1.2, 1.3, etc.
2	2.1, 2.2, etc.
3	3.1, etc.
4	4.1, 4.2, 4.3, 4.4, etc.

GENERAL INFORMATION

In 1876 a land grant founded the Dry Creek Joint Elementary School District. The single school district to the northwest of the city of Roseville has remained small and rural.

As the 1980's began, signs of development began to appear in the Dry Creek District. Two major electronic firms constructed manufacturing facilities just to the north of the district boundaries.

Land use changes within the district required the school district to develop a facilities master plan in 1984. This master plan matched the plans for residential development with the need for school facilities within the Dry Creek District.

The master plan indicated that within 20 years a student population of over 5,500 students would occur in the Dry Creek School District. This enrollment would require up to 8 new schools. In order to meet the demands for new schools, the Dry Creek Board of Trustees began an aggressive funding and planning program.

The results of these efforts are a Mello/Roos Community Facilities District whose bonding capacity equals $30,000,000 in Sacramento County, a similar program in Roseville City, an updated master plan, agreements for long term lease

purchase agreements of school sites, and the determination of grade level configuration for schools to be built.

During the past several years, the enrollment in the Dry Creek School District have gone from 222 students in 1986-87 to 320 in 1987-88. Then the enrollment increased to 439 in school year 1988-89, and 813 students in school year 1989-90. The new K-5 Heritage Oak Starter School opened in the fall, with a current enrollment of 387 in 1990. Dry Creek School (K-8) has a current enrollment of 870.

The Board of Trustees authorized an education specification committee for the district's first middle school. The design will represent and reflect instructional philosophy and programs developed by the middle school curriculum team. The collective efforts of the educational specification committee are found in this report.

The proposed middle school will provide services for 750-900 students with a grade configuration of sixth through eighth grades. The students will evolve from a self contained environment to more independent environment prior to graduation from eighth grade.

LOCATION OF PROPOSED MIDDLE SCHOOL

ADDRESS: Corner of Palmerson and North Loop

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Dry Creek Joint Elementary School District

MISSION STATEMENT

The mission of the Dry Creek Joint Elementary School District will be to:

- Provide a positive educational environment involving the students, staff, community and Board of Trustees.
- Provide District personnel who recognize the individuality of each student.
- Provide an instructional program that challenges, motivates, and equips each student to be a self-sufficient responsible citizen.

MIDDLE SCHOOL MISSION STATEMENT

The Mission of the Dry Creek Middle School is to foster student-centered programs designed to meet the unique academic, personal, and social needs of the middle grade student, giving each the opportunity to experience success.

The members of the Dry Creek Joint Elementary School District and the Dry Creek community have mandated that this new school reflect and exemplify the mission statement of the District and the mission statement of the middle school.

PROPOSED GOAL FOR MIDDLE SCHOOL PROGRAM

Provide an organizational structure that maximizes teacher care, guidance, and supervision of students creating stable, close mutually respectful relationships with adults and peers.

Teach a core program that results in students who are literate, know how to think critically, can lead a healthy life, behave ethically and assume the responsibility of citizenship.

Ensure success for all students by promoting exploratory programs and learning activities designed to meet the unique characteristics of students in the middle grades.

Empower teachers and administrators to make decisions about the experience of middle grade students tailored to enhance their intellectual and emotional development.

Staff middle grade schools with teachers who are prepared for assignments to the middle grades.

Improve health and fitness of middle grade students.

Involve families in the education of middle grade students by giving them meaningful roles in development and implementation of school programs.

Build school and community relationships to enrich the instructional program and activities of the middle school.

Provide knowledge, understanding, and activities which promote and foster positive multicultured experiences.

SIXTH GRADE CORE CLASSROOMS

I. INTRODUCTION

The sixth grade core classroom, teacher work area, and student common work area has as its focus a flexible room design for varied use and utilization along with optimal use of current technology in daily instructional activities.

II. CURRICULUM TO BE TAUGHT

Curriculum taught in 6th grade will include a variety of activities in the following subject areas:

1. Language Arts;
2. Social Studies;
3. Science;
4. Mathematics;
5. Physical Education; and
6. Art.

III. EDUCATIONAL OUTCOMES

Students in the sixth grade will achieve competency, according to the district learning objectives, in the following areas:

A. Language Arts
   1. Oral Language;
   2. Large Group Discussion;
   3. Presentations to an audience;
   4. Dramatic presentations;
   5. Listening skills;
   6. Writing/Drafting;
   7. Poetry-Writing;
   8. Responding to Literature;

9. Revising/Editing/Publishing;
10. Literature-Comprehension;
11. Elements of Poetry;
12. Elements of Fiction;
13. Literary Genres;
14. Poetic Forms;
15. Language Analysis;
16. Standard English Usage; and
17. Forms.

B. Mathematics
   1. Numbers;
   2. Operations;
   3. Measurements;
   4. Geometry;
   5. Relations and Functions;
   6. Statistics and Probabilities; and
   7. Algebra.

C. Social Science/History
   1. Knowledge and Cultural Understanding strands:
      a. world history and geography;
      b. ancient civilizations;
   2. Democratic Understanding and Civic Values; and
   3. Critical Thinking, Study and Social Participation Skills.

IV. DISCERNIBLE TRENDS

Current trends indicate an increase in the following:

1. Team Teaching;
2. Integrated teaching with thematic curriculum approach;
3. Cooperative learning groups;
4. Math manipulatives;
5. Literature-based reading, including emphasis on drama and other performing arts;
6. Individualized learning;
7. Increased use of computers and other technology;
8. Hands-on science; and
9. Accommodating children with a variety of handicaps.

V. TEACHING AND LEARNING ACTIVITIES

Students in these areas will be using various learning techniques. This may include seat work, teacher presentations, group discussions, center work, use of AV materials, manipulatives and interaction with various technologies. Skits, demonstrations and special project displays will also be utilized.

Teachers will be providing direct instruction, facilitating group discussions, circulating among students, providing individual help and operating classroom technology (ie. overhead projectors, VCR units, computers, etc.) In addition, teachers will be using maps, graphics, writing surfaces and manipulatives.

VI. ORIENTATION AND RELATIONSHIPS

The facilities should have the following orientation:

1. Arranged in clusters of 4 with a common court/patio area, with picnic tables in the center;
2. Common teacher workroom/storage area adjacent to classroom clusters;
3. Near restrooms; and
4. Near common computer lab.

VII. INTERNAL TRAFFIC

Students will be able to move freely into the classroom desk area; have easy access to classroom shelves, pencil sharpener, etc. There should be a large, open space for a class library and computer. Room must be accessible and usable for all handicapped students.

VIII. FURNITURE AND EQUIPMENT

The furniture and equipment needed for each classroom are indicated below:

1. Dual cassette player;
2. Coat rack with hangers for 30 students;
3. Clock;
4. Intercom/phone system;
5. 2 dry erase boards (4' x 4') with magnetic panels with tack strip along top- to be placed on another wall;
6. 1 dry erase board (4' x 4') with magnetic panels with tack strip along top, to be placed on another wall;
7. 30 student desks, open top, adjustable legs;
8. 36 student chairs;
9. 1 rectangular 6' x 2 1/2' table with adjustable legs up to 29" tall;
10. 1 computer table, approximately 48" long, for each computer;
11. 2 chairs for the computer table;
12. 2 large trash cans, 1 for trash and 1 for balls;
13. 1 small trash can for teacher desk;
14. Overhead screen,mounted above double dry erase board;
15. Tackable wall coverings;
16. Sink with drinking fountain and hot/cold water;
17. Anti static carpet covering 2/3 of the room, away from the sink;
18. Vinyl floor tile or similar clean floor surface on the 1/3 of the area near the sink;
19. Wall mounted TV and VCR, cable wiring;
20. Vertical blinds;
21. Electric pencil sharpener;
22. Freestanding bookcase 5 ft tall, with adjustable shelves;
23. Paper towel dispenser;
24. Soap dispenser;
25. 4 drawer locking file cabinet;
26. Mounted maps;
27. Uniframe, metal, channeled cart, with large wheels and adjustable shelves; needed for YRE;
28. Opening windows/natural light with black-out capabilities;
29. 8-pin modular jacks/ISDN compliant voice and data capable;
30. Globe;
31. 1 teacher table/desk - lockable;
32. 1 ergonomically designed teacher's chair - 5 pedestal lumbar support;
33. 1 projection system capable of computer, video, and TV display - must be able to connect and project from additional equipment (i.e. laser disc, additional VCR,s etc.);
34. 1 camcorder;
35. Hi-resolution LCD panel;
36. 5 classroom computers with printer;
37. Modem; and
38. 1 storage unit with drawers for paper, materials, and map storage.

The following should be included in the common teacher work area that serves a cluster of 3-4 classrooms/teaching stations:

1. Copy machine;
2. Countertop/desk area at appropriate typing height (36" deep);
3. 2 rectangular tables 6 x 2 1/2 ft;
4. 6 ergonomically designed chairs - 5 pedestal with lumbar support;
5. Phone with outside line and electronic mail;
6. Sink with hot/cold water;
7. Refrigerator;
8. Microwave;
9. Electrical outlet strip;
10. 4 - 8-pin modular jacks, ISDN compliant, voice and data compatible; and
11. Sky light/natural light;
12. Computer on cart with all peripherals; and
13. Storage unit, portable, for teacher on YRE.

The following should be included in the common student computer work area that serves a cluster of 3-4 classrooms/teaching stations:

1. 15 computers with carts;
2. 4 8 foot work tables 30" wide (non-computer tables);
3. 15 ergonomically designed chairs - 5 pedestal with lumbar support;
4. 15 8-pin modular jacks, ISDN compliant, voice and data compatible;
5. 4 dot matrix printers; and
6. Modem.

IX. UTILITIES

1. Electrical outlets on each wall every 6' and included in/around any permanent shelving/storage;
2. Electric power strip near 15 computers;
3. Sink with hot/cold water, drinking fountain, with manual control;
4. Incandescent lighting and natural lighting;
5. Opening windows;
6. Dimmer switch;
7. Lighting needs to have motion sensor to shut off when room is empty; and
8. Alarm system for cluster and work areas that is independent of other classrooms and common areas.

X. SPECIAL REQUIREMENTS

Special requirements include:

1. Low heat, energy efficient lighting;
2. Natural lighting;
3. Surge control on electric outlets;
4. Handicapped access and utility;
5. Room specific air/heating with quiet fan;
6. Large access from classroom(s) to common closable area;
7. Anti static carpet; and
8. Window toward common area in cluster for supervision.

Wall facing the court should consist of two 4' x 6' windows centered and facing the court. One door facing the court, one window at each end of wall 3' x 6' vertical and approximately 1' from ceiling and 1' from floor.

*Windows for natural lighting should bring in outside light without the distractions associated with being close to the floor (ie. eye level, student faces, high travel areas, and unsightly scenery).

XI. STORAGE

Storage needed for the core classroom is as follows:

1. 1 four-drawer or 2 two-drawer portable locking file cabinets;
2. 1 4' x 6' x 30" portable cabinet with locking doors;
3. 60 linear feet of shelving with locking doors;
4. 1 4' x 6' x 30" portable storage for math manipulatives; and
5. 1 storage unit for paper, materials, and maps.

Storage needed for the teacher workroom is as follows:

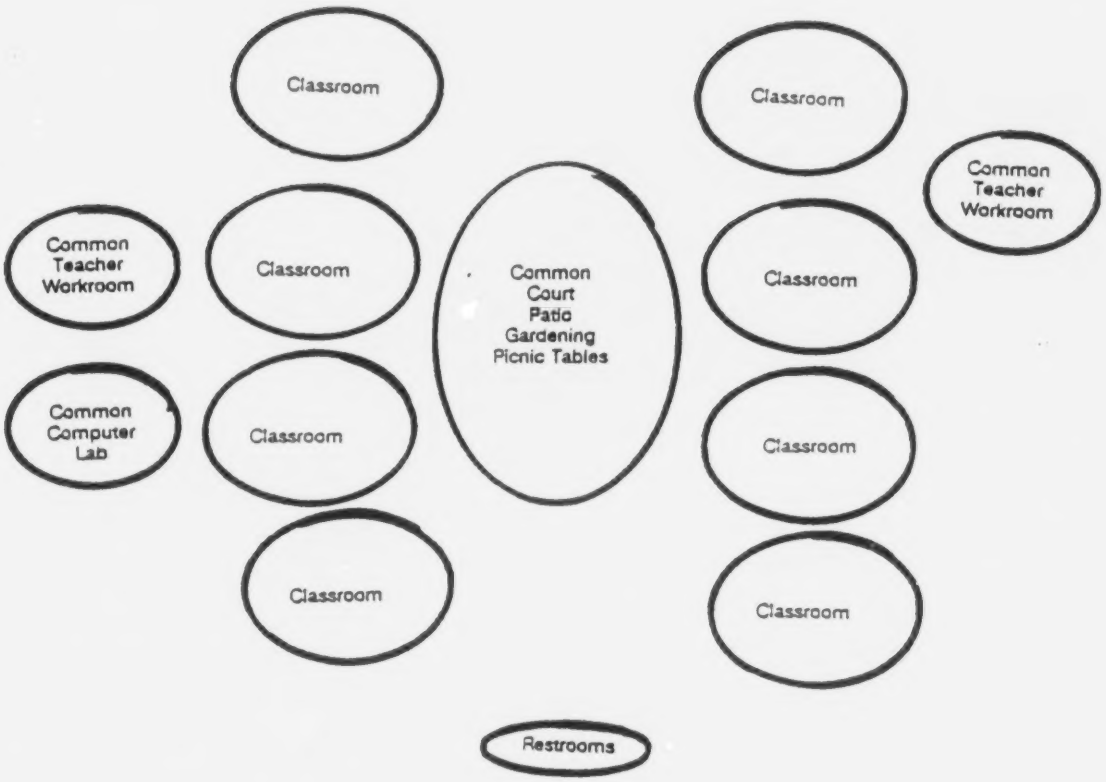
1. Lockable walk-in closet (24 sq. ft.) with adjustable shelves and 8 chart drawers and mount for butcher paper roll for teacher's use; and
2. Storage for teacher portable cabinets and file drawers for year round teachers who are off track.

XII. ENROLLMENT

There will be 28-35 students per classroom. Classrooms at this level should be grouped in clusters of four to enhance and encourage teaming. Classrooms and clusters should be provided based on an enrollment of 750-900 students.

ORIENTATION AND RELATIONSHIPS

SIXTH GRADE CORE CLASSROOMS



NOTE: Classrooms need windows to supervise common area and entrance-exit from classroom to common area.

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SEVENTH AND EIGHTH GRADE CORE CLASSROOMS

I. INTRODUCTION

The seventh and eighth grade core classroom, teacher work area, and student common work area has as its focus a flexible room design for varied use and utilization along with optimal use of current technology in daily instructional activities.

II. CURRICULUM TO BE TAUGHT

Curriculum to be taught in the seventh and eighth grades include a variety of activities in the following subject areas:

1. Language Arts, Reading, and Literature;
2. Social Sciences/History; and
3. Mathematics.

III. EDUCATIONAL OUTCOMES

Students in the seventh and eighth grades will achieve competency according to the district learning objectives in the following areas:

A. Language Arts
   1. Oral Language;
   2. Presentations;
   3. Listening Skills;
   4. Writing;
   5. Literature; and
   6. Language Analysis.

B. Social Sciences/History

   (Seventh grade)
   1. Knowledge and Cultural Understanding Strands;
   2. World History and Geography of the Medieval to Early Modern Times;
   3. Democratic Understanding and Civic Values; and
   4. Critical Thinking, Study, and Social Participation Skills.

(Eighth grade)

1. Knowledge and Cultural Understanding Strands;
2. U.S. History and Geography;
3. Democratic Understanding and Civic Values; and
4. Critical Thinking, Study, and Social Participation Skills.

C. Mathematics

1. Numbers;
2. Operations;
3. Measurements;
4. Geometry;
5. Relations and Functions;
6. Statistics and Probability; and
7. Algebra.

IV. DISCERNIBLE TRENDS

Current trends indicate an increasing use of the following:

A. Team teaching;
B. Integrated teaching with thematic curriculum approach;
C. Cooperative learning groups;
D. Math manipulatives;
E. Literature-based reading, including emphasis on drama and other performing arts;
F. Individualized learning;
G. Increased use of computers and other technology; and
H. Accommodating children with a variety of handicaps.

V. TEACHING AND LEARNING ACTIVITIES

Students in these areas will be using various learning methodologies. These include:

1. Test taking;
2. Project displays;
3. Cooperative learning groups of 3-4;
4. Small and large group discussions;
5. Use of posters and activities;
6. Skits, presentations;
7. Writing manually or with computers in the classroom;

8. Watching and interacting with various technologies (ie. overhead projectors, computer, LCD, laser disk, monitor, cable TV, VCR);
9. Working with math manipulatives; and
10. Mapping and graphing activities.

Teachers will be functioning in the role of facilitator and manager of classroom activities. Responsibilities include:

1. Taking of attendance;
2. Lectures;
3. Circulating within the instructional area to provide classroom instruction;
4. Individual assistance;
5. Group assistance; and
6. Operation of classroom technology (ie. VCR, overhead, LCD, computer, laser disc, monitor, and cable TV).

VI. ORIENTATION AND RELATIONSHIPS

The core classrooms should be adjacent to:

1. Common storage;
2. Common teacher workroom;
3. Library and media center;
4. Team conference room;
5. Common student workroom;
6. Common computer lab;
7. Restrooms; and
8. Natural light.

VII. INTERNAL TRAFFIC

Students will move into classroom work area through an outside door or door from common area/hallway. Students will move around the room individually and in small groups, but will sit in carpeted areas for group activities. Students will need ample access to common student work area. Room must be handicapped accessible and usable.

VIII. FURNITURE AND EQUIPMENT

The seventh grade core classroom should have flexibility as the guiding force behind the design. The following furniture and equipment is required in the individual core classroom:

1. In one half of the classroom - flat-top tables to house 28-35 students, adjustable height with storage area under tabletop and 28-35 student chairs;
2. In the other half of the classrooms there would be 28-35 individual desks with storage under the seat;
3. 1 teacher table/desk - lockable;
4. 1 ergonomically designed teacher's chair - 5 pedestal with lumbar support;
5. 1 teacher computer;
6. 1 computer cart;
7. 1 dot matrix printer;
8. 1 - 8-pin modular jack ISDN compliant, voice and data capable;
9. Modem;
10. 2 waste baskets;
11. 1 four-drawer or 2 two-drawer portable locking file cabinet(s);
12. 2 dry erase boards (8 foot each - one on each of two walls) with 2 - 3 foot vertical sliding panels - one solid panel behind two sliding panels;
13. Tackable surfaces on all walls;
14. Windows/natural light with black-out capability - must open;
15. 1 - 4' x 6'x 30" portable cabinet with lockable doors (yre);
16. 60 linear feet of shelving with lockable doors;
17. 4 - 8-pin modular jacks, ISDN compliant, voice and data capable;
18. 1 projection system capable of computer, video, and TV display - must be able to connect and project from additional equipment (ie. laser disc, additional VCR's, etc.;
19. 1 television monitor with VCR, cable TV wired;
20. 1 camcorder;
21. Overhead;
22. Hi-resolution LCD (liquid crystal display) panel;
23. 5 classroom computers with printer;
24. Modem;
25. Clock;
26. Brackets for maps;
27. 8-10' electronic overhead screen (recessed);
28. 1 - 4' x 6' x 30" portable storage unit for math manipulatives;
29. Phone with outside line and intercom;
30. Sink with drinking fountain and faucet with hot and cold water;
31. Anti-static carpeting covering majority of room;
32. Vinyl floor covering near sink area;

33. Electric pencil sharpener;
34. Paper towel and soap dispenser near sink;
35. Maps;
36. Globes; and
37. 1 storage unit with drawers for paper/materials/maps.

The following should be included in the common teacher work area that serves a cluster of 3-4 classrooms/teaching stations:

1. Storage cabinet for teacher off-track for year round program. A portable cabinet on rollers (4' x 6'x 30") and file cabinets;
2. Copy machine;
3. Countertop/desk area at appropriate typing height (36" deep);
4. 2 sets of tables 30" wide 8-10' in length;
5. 6 ergonomically designed chairs - 5 pedestal with lumbar support;
6. Phone with outside line and electronic mail;
7. Sink with hot and cold water;
8. Refrigerator;
9. Microwave;
10. Electrical outlet strip;
11. 4 - 8-pin modular jacks, ISDN compliant, voice and data compatible;
12. Sky light/natural light;
13. 2 computers;
14. Laser printer;
15. Dot matrix printer; and
16. Modem.

The following should be included in the common student work area that serves a cluster of 3-4 classrooms/teaching stations:

1. 15 computers with carts;
2. 4 8' foot work tables 30" wide (non-computer tables);
3. 15 ergonomically designed chairs - 5 pedestal with lumbar support;
4. 4 - 8-pin modular jacks, ISDN compliant, voice and data compatible;
5. 4 dot matrix printers; and
6. Modem;

IX. UTILITIES

Utilities needed in core classroom, teacher work area, and student work area include:

1. Electrical outlets on each wall every 6' and included in/around any permanent shelving/storage;
2. Covered electrical outlets in the floor, located 10' in front of dry erase boards;
3. Electric power strip near 15 computers;
4. Sink with hot and cold water with common spout, drink fountain, and manual control;
5. Incandescent lighting and natural lighting;
6. Windows/natural light with black-out capability - must open;
7. Dimmer switch;
8. Lighting needs to have motion sensor to shut off when room is empty; and
9. Alarm system for cluster and work areas that is independent of other classrooms and common areas.

X. SPECIAL REQUIREMENTS

Special requirements include:

1. Low heat, energy efficient lighting;
2. Natural lighting;*
3. Surge control on electric outlets;
4. Handicapped access and utility;
5. Room specific air/heating with quiet fan; and
6. Large closable access from classroom(s) to common area.

*Windows/natural lighting should bring in outside light without the distractions associated with being close to the floor (ie. eye level/student faces/high travel areas/unsightly scenery).

XI. STORAGE

Storage needed for the core classroom is as follows:

1. 1 four-drawer or 2 two-drawer portable locking file cabinet(s);
2. 1 4' x 6'x 30" portable cabinet with locking doors;
3. 60 linear feet of shelving with locking doors;
4. 1 4' x 6'x 30" portable storage unit for math manipulatives;
5. 1 storage unit for paper/materials/maps;

Storage needed for the teacher workroom is as follows:

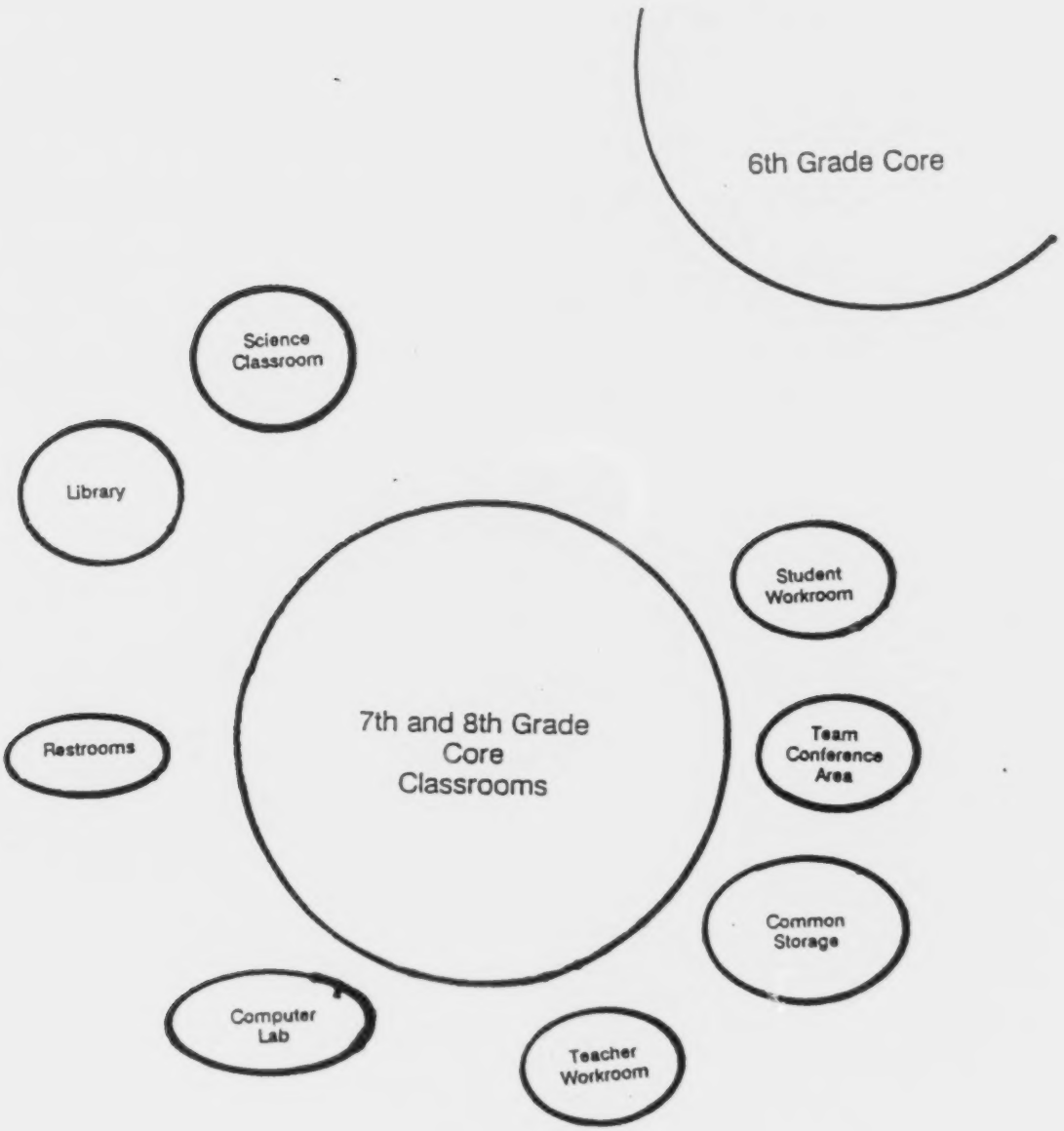
1. Lockable walk-in closet (24 sq. ft.) with adjustable shelves, 8 chart drawers, and mount for butcher paper roll for teacher's use; and
2. Storage for off-line (YRE) teacher portable cabinets and file drawers.

XII. ENROLLMENT

There will be 28-35 students per classroom. Classrooms at this level should be grouped in clusters of 3-4 to enhance and encourage teaming. Classrooms and clusters should be provided based on an enrollment of 750-900 students.

ORIENTATION AND RELATIONSHIPS

SEVENTH AND EIGHTH GRADE CORE CLASSROOMS



SCIENCE

I. INTRODUCTION

Our goal is to develop a stimulating classroom environment which can nurture natural curiosity to convey the excitement of science, prepare students for the technology of the future, and help them develop a deeper knowledge of basic science and how science works. Our ideal classroom would include the following:

1. Be student-centered;
2. Engage students activity;
3. Open, spacious, uncrowded atmosphere;
4. Be safe, with an emphasis on non-toxic chemicals;
5. Be energy efficient; and
6. Allow flexibility to teach all the sciences - life, physical, and earth.

II. CURRICULUM TO BE TAUGHT

Science classrooms need to be designed with the flexibility to be used for the three basic scientific fields of study - physical, earth, and life sciences which includes topics such as cells, genetics, evolution of organisms, all the kingdoms of life, astronomy, geology and natural resources, meteorology, oceanography, matter, energy, light, electricity, and sound.

III. EDUCATIONAL OUTCOMES

The educational outcomes are for students to:

1. Build their understanding of the natural world and help them understand its connection to our technologically advanced society;
2. Develop an understanding of and familiarity with the scientific method - how to ask questions, gather evidence, and solve problems;
3. Learn to work cooperatively to solve problems;

4. Develop a curiosity about their natural and technological world; and
5. Interact with their environment and develop a concern for world ecology.

IV. DISCERNIBLE TRENDS

Applications of new technologies can provide conduits to new information, experiences, and an opportunity to experiment and explore in a safe environment (Example: computer simulations).

The role of the teacher is changing from dispenser of information to a facilitator of learning.

To meet the special needs of middle school children, student activities would include a variety of tasks to be completed in a class period.

Due to heterogeneous groupings in science, emphasis is being placed on cooperative learning groups, increased use of computers and other technology, hands-on approach to develop and understand scientific principles, and accommodate children with a variety of handicaps.

More emphasis is on ecology, natural resources, and environmental damage due to human impact.

Due to population growth in California, schools of the future need to allow for flexibility of becoming a year round school with the probability of core/team teaching.

V. TEACHING AND LEARNING ACTIVITIES

Room needs to be designed to accommodate the variety of activities necessary for an effective science classroom. Students will be doing:

1. Desk work;
2. Listening to teacher give instructions and lectures;
3. Watching teacher demonstrations; and
4. Viewing a variety of visual presentations; including overheads, VCR, filmstrips, slides, movies, models, and charts.

Students will also be creating, displaying, and presenting small group projects.

In addition, students will be conducting small group, hands-on labs which require access to electrical, gas, air, and water outlets.

Attention needs to be given to easy access to materials, lab, and clean-up areas.

Teacher will be circulating among students to give individual and group help.

VI. ORIENTATION AND RELATIONSHIPS

The science classrooms should be located:

1. Close to administration/nurse for emergencies;
2. Close to front of school for security;
3. Adjacent to common science department prep/storage area - area has an outside exit (see Special Requirements);
4. Near restrooms;
5. With windows facing south for growing plants;
6. With direct access to open, fenced area for planting;
7. With greenhouse/solarium between classrooms;
8. Adjacent to other core classes for team teaching flexibility; and
9. Adjacent to common area for conducting outdoor investigations.

VII. INTERNAL TRAFFIC

Students will all enter and leave the room at the beginning and end of the periods. Students will move about room and conduct activities individually, in small groups, and in large assemblies. Supplies, work and clean-up areas should be easily accessible.

Desks should be located in middle of room with lab stations around periphery.

Class should be able to move easily from central lecture/demo area to lab stations.

For easy circulation for teacher and students, there should be a minimum of four feet between lab tables/stations.

Prep/storage room should be easily accessible from each classroom. Ideally, it should be near front of room near teacher's demonstration area.

Emergency equipment - fire blanket, fire extinguisher, and shower with drain should be located by prep/storage door away from student entrance and exit.

Handicap access to entire classroom and at least one lab station.

VIII. FURNITURE AND EQUIPMENT

The following furniture and equipment is required in the classrooms:

1. Clock visible from anywhere in room;
2. Intercom, phone-style located near teacher's demo table;

3. 1 dry erase board 16 ft. x 4 ft. with one 8 ft. horizontal sliding dry erase panel mounted behind teacher demonstration table visible from all student areas;
4. 24 student desks, one unit, universal type;
5. 1 legal size file cabinet;
6. 1 teacher personal storage cabinet 2' x 3' x 7' including area for adjustable shelves and area for long coats, brooms, etc.;
7. 1 (at least) 25" VCR/monitor wall mounted, cable wired visible from desk area of room;
8. 1 LCD overhead computer projection set-up;
9. 1 large and 1 small trash container;
10. 1 eight ft. projection screen, ceiling mounted for maximum effective viewing and electrical outlet at appropriate place for equipment used with screen;
11. Vinyl walls to accommodate push pins and staples easily;
12. Anti-static, non-stain carpet under desk area;
13. Vinyl, chemical resistant flooring around lab stations and entrance to room;
14. Vertical blinds that create dark room for light labs;
15. Pencil sharpener;
16. Paper towel dispenser at each lab station;
17. Hanging map holders for charts mounted behind demo table as part of the dry board framing;
18. 2 ft. counter on three walls with locking cabinets with adjustable shelves and drawers underneath;
19. 6 lab stations 4 ft. x 5 ft. attached to 2 ft. periphery counter with 1 sink with cover/2 gas/2 water installed in counter at end of lab table (3 lab stations on opposing walls). See Florin High School or Kennedy High School for example;
20. 1 ft. locking cabinet with one adjustable shelf installed on each side of lab station next to counter leaving remainder open for student seating;
21. Locking display (glass insert doors) cabinets with one adjustable shelf over lab stations (for size, spacing, and design see Florin High School plans);
22. 1 fume hood located near front of room visible from all student work stations away from exit door (<u>for classroom only</u>):
23. 1 teacher demonstration table approximately 10 ft. including 1 sink with hot/cold water, eye wash station, 1 gas, 1 air, and several electrical outlets, master switch control station, vacuum outlet;
24. Exhaust venting system for lab stations suitable for labs that might be done in either of the sciences - life, physical, and earth (See Florin High School Biology and Chemistry exhaust systems);
25. Computer/printer station with two chairs with 8-pin modular jacks; ISDN compliant voice and data controls;
26. Splash guards on walls behind counters approximately 6 inches high;
27. Counter not containing lab stations would have locking cabinets with adjustable shelves underneath;
28. Counter not containing lab stations would have a sink at both ends with hot/cold running water which should be adaptable for aquarium use (high gooseneck sink spigot which will lift out of a sleeve to allow flushing of fish tank);

29. Display case with adjustable shelves over counter without lab stations with blank wall space on either side to display student work (approximately 6 ft. on each side of display case); and
30. Lockable microscope storage cabinet with adjustable shelves to store 24 microscopes.

The following furniture and equipment is required in the Preparation/Storage/Teacher Workroom:

1. 1 lockable teacher desk per adjoining science classroom;
2. 1 lockable legal file cabinet per adjoining science classroom;
3. 1 refrigerator with large freezer;
4. 1 dishwasher;
5. 4 non-corrosive lockable earthquake proof chemical cabinets, approximately 2 feet wide, for segregating non-compatible chemicals with lexan doors, located under counter (see Florin High Storage Area);
6. Open area for charts on stands storage, models like human torsos and skeletons, equipment carts, AV equipment;
7. 4 large lockable cabinets with adjustable shelves for miscellaneous equipment;
8. 2 counters running length of two walls with a sink at the end of each with lockable, adjustable under counter cabinets and drawers;
9. 1 large glassware drying rack over each sink;
10. Remainder of wall space over counters apparatus/glassware lockable storage cabinets with lexan doors;
11. Hot/cold water, gas, air at each sink;
12. Work area for copier;
13. Telephone type intercom system with outside telephone line;
14. LAN hook-up for computer with 8-pin modular jack ISDN compliant voice and data capable;
15. Area for moving storage cabinets for all teachers off track in YRE school; and
16. Wall-mounted sanitation cabinet for safety goggles.

IX. UTILITIES

The following utilities are required:

1. LAN wiring for classroom and teacher workroom (see furniture and storage);
2. Electrical Outlets (all grounded):
   3 per lab station under table top,
   1 outlet every 6 ft. along wall above counter,
   1 in flush with floor in middle of room,
   2 outlets on wall behind teacher demo,
   3 on teacher demo table,
   220 volts outlets for refrigerator and dishwasher,

3 outlets above counter in teacher workroom/storage,
1 outlet on each wall without counter in teacher workroom/storage,
1 outlet in each display case over back counter,
2 weather resistent outside outlets for solarium/greenhouse;

3. Variable current/voltage transformer for teacher demo table;
4. Master shut-off switch for lab table electrical outlets;
5. Master shut-off switch for gas (example: Springview Middle School, Rocklin);
6. Gas Outlets:
   1 outlet at teacher demo table,
   2 per student lab station on counter adjoining lab table,
   1 outlet in fume hood,
   1 outlet by each sink in teacher prep room;
7. Water:
   1 spigot with hot/cold water at teacher demo table,
   1 eye wash station at sink on teacher demo table,
   1 water fountain at each sink on back counter,
   1 emergency shower with drain near prep room door, away from student entrance/exit,
   2 cold water faucets per lab sink,
   1 spigot with hot/cold water on sinks on back counter,
   1 spigot with hot/cold water on sinks in teacher prep area,
   ice make plumbing for refrigerator in teacher prep room,
   dishwasher plumbing in teacher prep room,
   2 garden hose hook-ups and drains in solarium/greenhouse,
   1 spigot and sink in fume hood,
   rear counter sink plumbing adaptable for aquariums (see furniture and equipment;
8. Air:
   2 outlets at each lab station located on wall above sink,
   1 outlet at teacher demo table,
   1 outlet at each sink in teacher prep room;
9. Vacuum:
   1 vacuum pump outlet at teacher demo table,
   1 outlet per sink in teacher prep room;
10. All gas, water and air spigots should be different colors and shapes for safety purposes;
11. Cable TV wiring;
12. Central speaker tie in to use with AV equipment;
13. Switch for opening and closing skylights for air circulation and light control;
14. Electrical light switch at front and back of room;
15. Intercom/phone located near teacher demo table;
16. Telephone in teacher workroom;
17. Timer switch for vent located on teacher demo table;
18. Timer switch for fume hood vent;
19. Locally controlled thermostat for HV/AC;
20. Lighting needs to have motion sensor to shut off when room is empty; and
21. clock wiring.

X. SPECIAL REQUIREMENTS

Special requirements for classrooms would include:

1. Opening skylights with adjustable shades (see Florin High School plans in biology room);
2. Energy efficient lights that dim with intensity of outside light (see Florin High School science classrooms);
3. Locking storage cabinet in teacher prep area needs space for poster size materials;
4. Large windows that open on one side of room with low transmission light panes;
5. Solarium/greenhouse with fenced outside growing area;
6. Stain/acid/corrosion resistant flooring;
7. Stain/acid/corrosion resistant lab table/splash guard covering;
8. Access or tie in to ceiling support beams to suspend heavy loads (minimum of 200 lbs.) in the classroom;
9. Access to roof through teacher prep room to fenced weather observation area;
10. High ceilings;
11. Wood soffet projecting out minimum one foot from edge of wall to allow suspension of models, mobiles, etc.;
12. Ability to darken room completely for lab experiments;
13. Complete lab safety station (see furniture and equipment);
14. South facing windows in classrooms for growing plants;
15. Recess lighting in soffet with dimmer switch;
16. All compressor and vacuum pumps are sound isolated;
17. Outside exit from teacher prep area;
18. All cabinets and drawers except for teacher's personal cabinet are master keyed; and
19. One fume hood in only <u>one</u> of the classrooms located near front of room visible from all student work stations (see #22 under Furniture & Equipment).

XI. STORAGE

Storage requirements include the following:

1. Central locked location for a class set of textbooks for each of the classrooms;
2. Locking cabinets and drawers described in section VIII. Furniture and Equipment (see Florin High School biology classroom and prep room plans);
3. Locking cabinets approximately 5' x 6' x 2 1/2' for personal materials for off-track teachers in YRE school to store personal materials such as files, posters, books, 3-D objects, supplies, etc.;

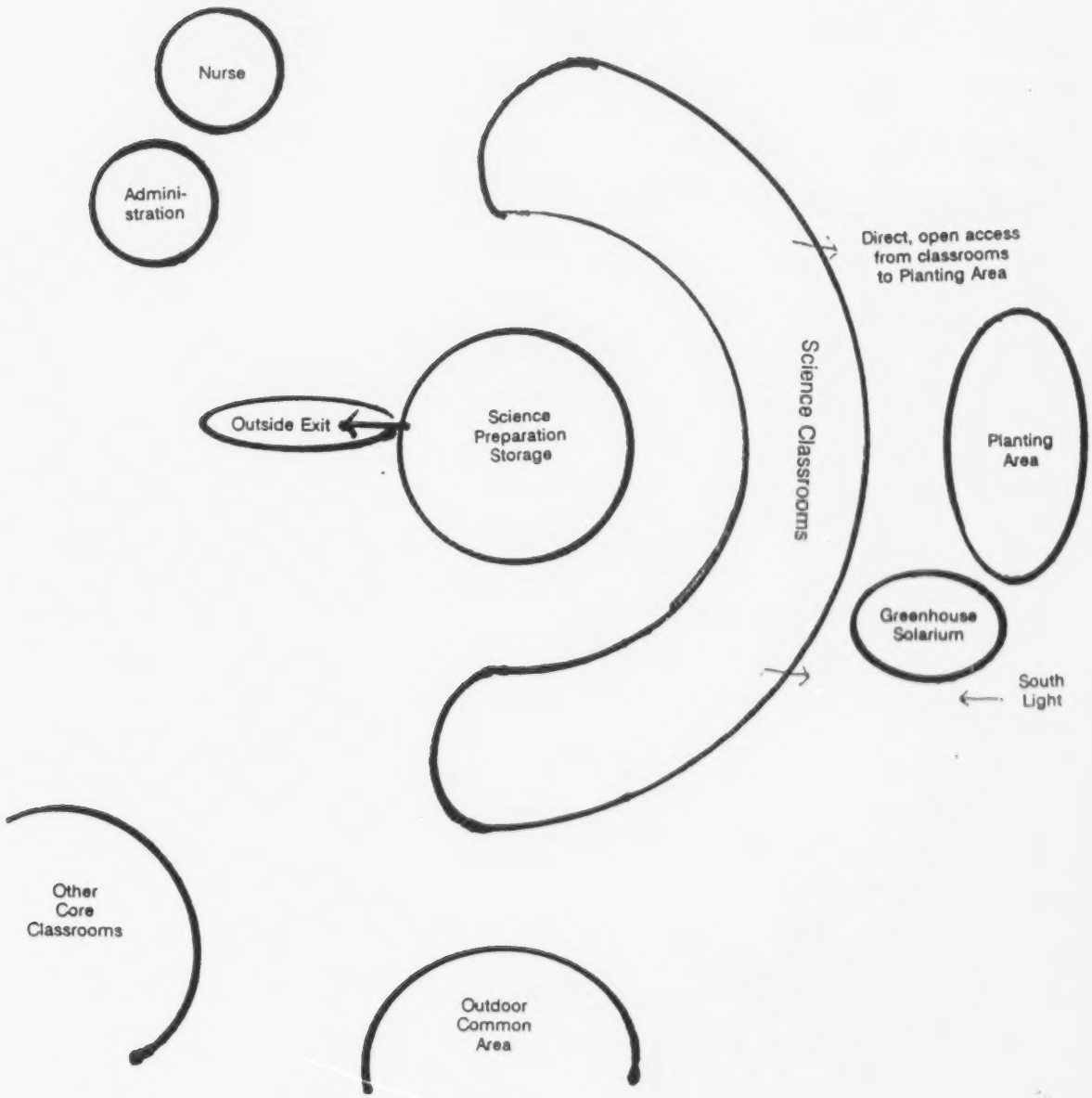
4. 4 non-corrosive earthquake proof lockable chemical cabinets approximately 2 ft. wide for segregating non-compatible chemicals in teacher prep room, located under counter;
5. Personal student storage will be accomplished in universal desk in class; and
6. For other specific storage needs review section VIII. Furniture and Equipment.

XII. ENROLLMENT

The number of students using science classrooms is 750-900. For safety, liability, and maximizing education maximum students in lab class should not exceed 24. It is probable that science classrooms will be used in year round education.

ORIENTATION AND RELATIONSHIPS

SCIENCE



ART

I. INTRODUCTION

The art classroom should be an area where students can develop and expand aesthetic perceptions and awareness of visual and tactile qualities in works of art, nature, and objects within the total environment. This area would be open, spacious, and be conducive to creating. It would need to have areas for whole group instruction, small group work, large individual projects on oversized desks, and storage for yearly art activities, equipment, and students' work in all classes.

II. CURRICULUM TO BE TAUGHT

The art elective and exploratory classroom for the middle school would include the following:

1. Drawing and painting;
2. Sculpture-like papier mache;
3. Linoleum block prints;
4. Woodcuts, etching, silkscreening;
5. Weaving, stitchery, crochet;
6. Fiber arts, resist dying techniques, and batik;
7. Lettering;
8. Photography;
9. Ceramics, pottery; and
10. Career opportunities.

III. EDUCATIONAL OUTCOMES

The middle school students are expected to experience the following:

1. AESTHETIC PERCEPTION COMPONENT-develop and expand aesthetic perceptions and an awareness of visual and tactile qualities in works of art, nature, and objects within the total environment.
   - design elements: line, color, value, shape, texture, and space;

- underlying structure: repetition, rhythm, balance, variation of theme; and
- categorize visual and tactile characteristics.

2. CREATIVE EXPRESSION COMPONENT-develop and expand visual arts knowledge and skills to express ideas imaginatively.
   - artistic skills: drawing and painting techniques;
   - design elements: overlapping shapes, variations in line, color, sizes and textures;
   - three dimensional qualities: sculpture and carving;
   - print medium: lino, block prints, mono prints, woodcuts, etching, silkscreening;
   - craft medium: weaving, stitchery, crochet, fiber arts;
   - graphic arts: signs, posters, wall designs, lettering;
   - photographic medium: the principles of photography;
   - environmental design: arrange objects in space; and
   - career opportunities.

3. VISUAL ARTS HERITAGE COMPONENT-acquire knowledge of historical and cultural development by studying artworks and accomplishments of contemporary, historic, and prehistoric cultures.
   - recognize varying cultural themes;
   - recognize variety of artists;
   - recognize role of artists in community; and
   - recognize visual arts from world cultures.

4. AESTHETICS VALUING COMPONENT-analysis, interpretation and judgment.
   - analyze design elements/discriminate artistic style;
   - recognize use of design elements;
   - recognize artistic characteristics; and
   - analyze aesthetic similarities and differences.

IV. DISCERNIBLE TRENDS

There is a move toward the fine arts (music, drama, dance, art) integrating.

There is also a move toward integrating art with core curriculum areas.

Hands-on, kinesthetic learning and expression through the three-dimensional form are the trends in arts and crafts programs.

V. TEACHING AND LEARNING ACTIVITIES

The activities in the art room will involve:

1. Individual projects;
2. Small group projects; and
3. Large group projects.

The teacher will be:

1. Doing whole group instruction;
2. Assisting and directing individuals and small groups;
3. Supervising use of materials and equipments;
4. Using AV materials; and
5. Doing demonstrations for whole group and small groups.

VI. ORIENTATION AND RELATIONSHIPS

Students will be instructed in the classroom. Some occasions will call for instruction and activities outside. Classroom should be located near common area or patio for outdoor activities and instruction. There should be windows facing this area for teacher supervision. Windows receiving north light would be ideal. The dark room for photography should be adjacent to art room. The kiln/storage room should be adjacent to art room.

VII. INTERNAL TRAFFIC

There will be approximately 28 students entering and 28 exiting the room during class changes. There will be very little time that students will be seated the whole period. The design of the classroom needs to be very flexible to deal with student and teacher movement, gathering and putting away of materials, and whole class clean-up at the end of a class period. There should be easy access to the kiln/storage room from the art classroom.

VIII. FURNITURE AND EQUIPMENT

The required furniture and equipment for the art classroom would be:

1. 2-22"x 28" drying racks on casters for easy mobility;
2. 1-plan and demonstration bench with mirror for classroom demonstrations 72" wide x 30" deep x 37" high with locking storage drawers;
3. 2 ft. formica counter length of wall with splash guard on wall (from top of counter to bottom of cabinet) with locking drawers and storage cabinets under counter (ideally located under north facing windows);
4. Two walls of floor to ceiling lockable cabinets with adjustable shelves (cabinets need to include: approx. 100 large tote trays, several vertical and horizontal art racks each 29" high x 24 1/4" deep x 36" wide, remainder plain adjustable shelving). Need to be built in (see storage);
5. 28-student 24" deep by 36" wide by 37" high divided top art tables (PLEASE NOTE: art tables are larger than standard student desks which needs to be taken into consideration when allowing space for room.);
6. 28-26" stools for student art tables;
7. 2 tables approximately 36" x 72" each;
8. 2-8' x 4' dry erase board located behind teacher demo table;
9. 1-8 ft. screen mounted over dry erase board with easy visibility from any area of room;
10. 1-clock visible from any area of the class;
11. 1-teacher desk;
12. 1-teacher chair;
13. 1-legal size file cabinet;
14. 1-fire extinguisher;
15. 2-4 ft. x 2 ft. stain resistant utility sinks with clay trap drain located on end of counter running length of room for easy access for clean-up. (Each sink needs three spigots);
16. 1-large 24" x 24" paper cutter;
17. 4 - 8 pin modular jacks, ISDN compatible for voice and data for computer station;
18. 1 computer table with printer;
19. 2 chairs for computer table; and
20. A wall area approximately 4' x 8' to display students' flat work.

The required furniture and equipment for the kiln/storage room would be:

1. Kiln (because of highly toxic gases which are produced during kiln firing, kiln must be vented directly to the outside by a local exhaust system. General room ventilation is not sufficient. An overhead metal canopy hood is recommended);
2. 2 portable clay carts, 17" wide x 13" deep x 27" high;

3. 2 electric potter's wheel;
4. 1 wall of open adjustable shelves, ceiling to floor approximately 2 feet deep;
5. 1 roll paper cart approximately 2' x 4'; and
6. 1 work counter 25" wide x 12' long with space underneath for 2 carts (approximately 4 ft.), the remainder with open adjustable shelving (approximately 8 ft.).

IX. UTILITIES

The required utilities needed for the art classroom include:

Electrical

1. Outlets:
   - Grounded outlets every six ft. in wall over counter (not near sink);
   - Grounded outlet in teacher demo table;
   - Grounded outlet every six feet under dry erase board;

2. Water:
   - 2 four ft. utility sinks located on either side of counter with three spigots with hot/cold running water;
   - Sinks with clay trap drains;
   - Faucet located somewhere near classroom for janitorial ease in cleaning cement floor with drain;
   - Hot and cold water in sinks;

3. Lighting: Standard fluorescent lighting fixtures with a combination of 1/2 cool white bulbs and 1/2 vitalight by Durotest;

4. Intercom/Phone system: located near teacher's desk;

5. LAN: 4 - 8 pin modular jack ISDN compatible for voice and data for computer station;

6. Ventilation system separate from rest of school;

7. AC/HV control for classroom; and

8. Clock wiring.

The required utilities needed for the kiln/storage room include:

1. Outlets:
   - 220 wiring for kiln;

- 2 electrical outlets above counter on wall 6 feet apart;
- 1 outlet on each wall without shelves;

2. Water:
   - 1 standard size sink located in 12 ft. counter with hot/cold running water;
   - sink with clay trap drain; and

3. 110 wiring for canopy hood over kiln.

X. SPECIAL REQUIREMENTS

Special requirements for the art classroom would include:

1. Special detail given to sinks in art room, keeping in mind types of materials to be cleaned, amount of students trying to clean up at one time. Sinks need to have hot/cold running water in three spigots;
2. Lighting is very important, attention needs to be given to types of light and light source from outside - north light is preferred;
3. Flooring is to be non-skid cement with a central drain for hosing down to expedite cleaning. Coving around edge of floor needs to be of cement and at least 8" high;
4. Wall needs to be tackable surface for staples or pushpins;
5. Counters need to be stain resistant with splash guards of same material that cover wall behind counter; and
6. A separate ventilation system from rest of school controlled by a timer.

Special requirement for the kiln/storage room would include:

1. Special detail given to sink in kiln/storage room, keeping in mind types of materials to be cleaned;
2. Flooring of same material as rest of art classroom (see #4 special requirements for art classroom);
3. Counters need to be same as art classroom (see #6 special requirements for art classroom);
4. Room should be approximately 8' x 12';
5. An adequate exhaust fan for room size should be included, which is activated by kiln on and off switch;
6. Special attention should be given to proper clearance between kiln and combustible wall; and
7. Working space by the kiln for a cart and person loading and unloading the kiln.

XI. STORAGE

In the art classroom special attention needs to be given to the amount of storage needed for student work in progress, as well as equipment and materials needed for various types of projects to be done during the course of the year; such as, printing, drawing and painting, ceramics, printing, fabric art, sculpture, weaving, etc. Cabinets need to be deep enough to store poster board size paper. Shelves should be adjustable and all cabinets should be lockable and master keyed for security (see Furniture and Equipment #5). Some drawers would be desirable, but only a few would be necessary.

The required storage for the kiln/storage room would include:

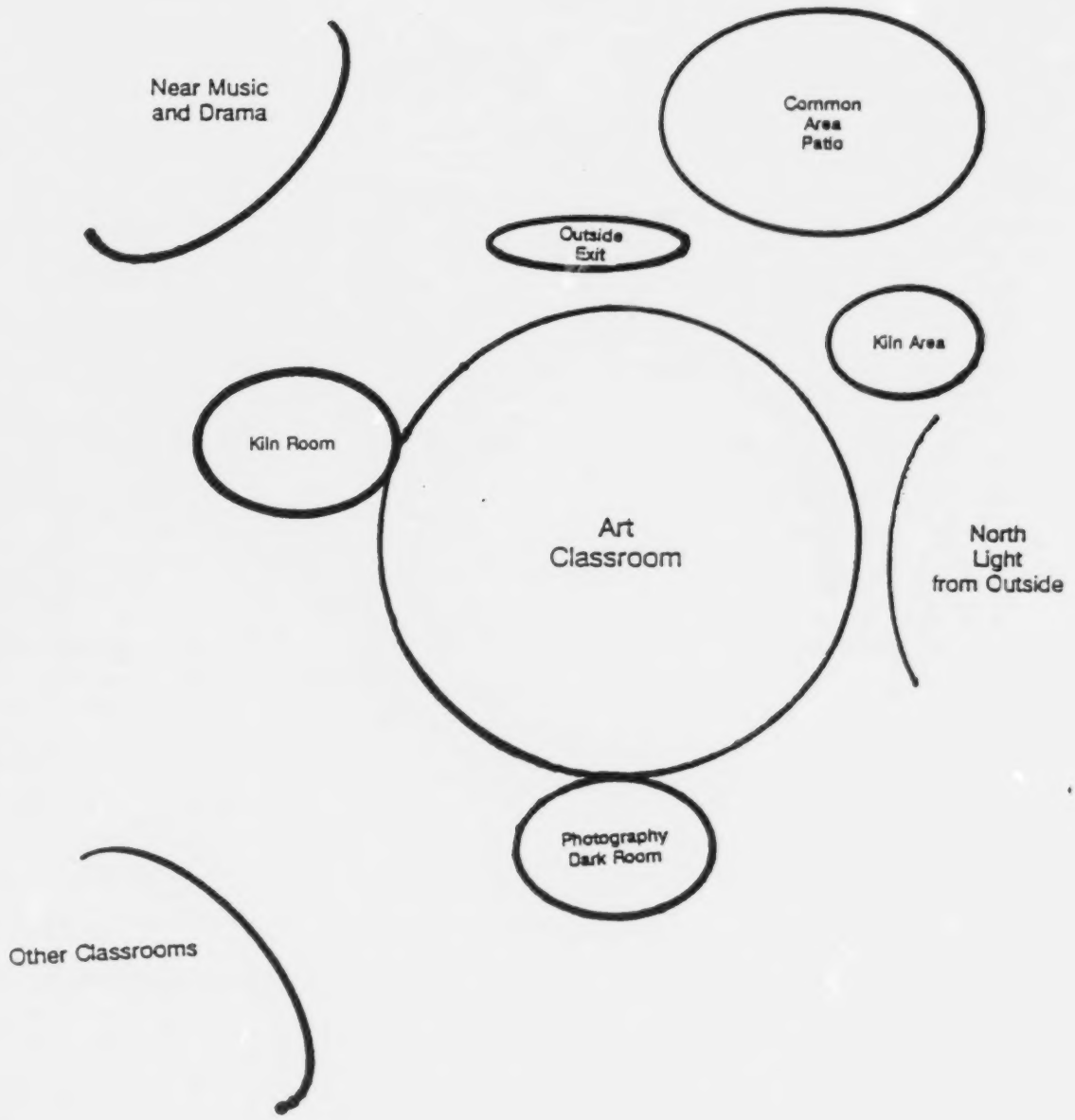
1. Ceiling to floor open, adjustable shelving approximately 2 feet deep along one wall for storing greenware; and
2. One long wall will have a counter 25" deep about 40' high with open, adjustable shelves underneath for 8 feet. The remaining 4 feet will be left open for cart storage.

XII. ENROLLMENT

The total middle school population is projected for 750 to 900. The art will be an exploratory class for the 6th and 7th grade. It will be an elective class for the 8th grade. Number of students in each class will be 28.

ORIENTATION AND RELATIONSHIPS

ART



PERFORMING ARTS

I. INTRODUCTION

The performing arts center will be used to educate students in the areas of band, vocal, drama, and dance. In order to enhance the learning process, it is necessary to provide areas not only for rehearsals, but for the performance. The center should include a large band room; with piano lab capabilities; a room to be used for chorus, drama, and dance; and an auditorium, which is adjacent to both rooms.

II. CURRICULUM TO BE TAUGHT

The curriculum to be taught in the band/piano lab room will be:

1. Beginning band;
2. Intermediate band;
3. Advanced band;
4. Jazz band; and
5. Music exploratory.

The curriculum to be taught in the chorus/drama/dance room will be:

1. Concert choir (7,8);
2. Show choir (7,8);
3. Drama exploratory;
4. Drama I and Drama II; and
5. Dance I and Dance II.

III. EDUCATIONAL OUTCOMES

Performing arts students are expected to learn:

1. The skills necessary to perform in their performing group, i.e. band, chorus, drama, dance;
2. Appreciation of different musical forms;
3. Music theory; and
4. Enjoy performing music, dance and drama.

IV. DISCERNIBLE TRENDS

As interests grow more technologically oriented, the piano lab can encompass synthesized keyboards and computer listening labs which will ensure the continued interest of the students.

V. TEACHING AND LEARNING ACTIVITIES

Band room activities include instruction in the major portion of the room, and an adjacent area for up to eight electric pianos and four computers to be used in the music exploratory section.

Teachers will be:

1. Instructing in the use of band instruments, electric pianos, and monitoring the use of computers;
2. Rehearsing the band for performances;
3. Using audio equipment; and
4. Lecturing.

In the chorus, drama and dance room, teaching activities will include activities related to each subject with the teacher interactive with the students.

Drama activities will include:

1. Reading and writing scripts; and
2. Acting and learning stage movement.

Dance activities will include:

1. Warming up and learning dance movements in front of a mirror.

Choral activities will include:

1. Warming up and learning vocal music;
2. Learning and writing music theory; and
3. Rehearsing music and movement, with teacher direction.

VI. ORIENTATION and RELATIONSHIPS

The band and choral rooms should be adjacent to the auditorium, for easy access for rehearsals and performances. The entire performing arts center should be located in an area easily accessed by the students, but separate from the core teaching areas.

An idea of orientation might be to have the chorus and band room separated by an office that is shared by all the teachers in the performing arts area.

VII. INTERNAL TRAFFIC

The band room should accommodate up to 40 students rehearsing at one time. The band will need a storage room easily accessed by students, and room for 40 chairs with music stands.

The chorus/drama/dance room should accommodate up to 30 students entering and exiting the classroom each period. Students need to locate music folders, chairs, and music stands for chorus. Drama students require scripts and a large, level stage area. Dancers require a large mirror on one wall, with an open floor space, with a preferably wood floor.

VIII. FURNITURE and EQUIPMENT

I. The band/piano lab will use the following furniture and equipment:

1. Dual cassette recorder;
2. Piano;
3. Band instruments;
4. Chairs (40);
5. Music stands (40);
6. Podium;

7. Director's stand;
8. 6 to 8 electric pianos in cubbies along a wall;
9. 4 computers and 1 printer with networking;
10. 16 headphones for the pianos;
11. 2 portable book shelves;
12. Clock;
13. White dry erase board 4 x 8 ft.;
14. TV/VCR;
15. Portable,6 x 6 x 15 in. music rack;
16. Overhead screen;
17. 2, 4 x 8 ft. bulletin boards; and
18. Intercom.

II. The chorus/drama/dance room will use the following furniture and equipment:

1. 30 chairs;
2. 30 music stands;
3. Piano;
4. Portable, electric keyboard;
5. Dual cassette recorder;
6. Portable 6 x 6 x 15 in. slotted music rack for storing folders;
7. Video equipment, i.e. camera, monitor, etc.;
8. Overhead screen;
9. Intercom;
10. Mirrored wall with dance bar;
11. Adjustable speed tape recorder with ample speakers;
12. Clock;
13. 2, 4 x 8 bulletin boards;
14. 1, 4 x 8 dry, white erase board;
15. Computer, with networking;
16. Choral risers for up to 30 students; and
17. 2 portable book shelves.

III. Band Storage Room will use the following furniture and equipment:

1. Sink with counter top and drinking fountain;
2. 3, 4 drawer file cabinets for band music; and
3. Storage for band instruments (See Storage).

IV. Choral/Drama/ Dance Storage Room

1. Storage area for video equipment - see storage;
2. Storage area for drama/choral outfits - see storage; and
3. 4, 4 drawer file cabinets for choral music and drama scripts.

V. Teacher Office

1. 2 teacher desks;
2. 2 teacher cabinets with coat rack;
3. 2, 4 drawer file cabinets;
4. Clock;
5. Telephone with outside line and electronic mail;
6. Computer on cart with all peripherals;
7. 2, 4 x 4 ft. bulletin boards;
8. Intercom;
9. 2 book shelves;
10. Copy machine;
11. 2 ergonomically designed chairs - 5 pedestal with lumber support;
12. 1 - 8-pin modular jack, ISDN compliant, voice and data compatible; and
13. Skylight/natural lights.

IX. UTILITIES

Choral and band rooms should include electrical outlets every 8 ft, except for in the band room along the wall that has the electric pianos, where there should be four outlets, 2 feet apart. There should be adequate lighting in both rooms.

Band storage room should include a sink for use in cleaning band instruments, with hot/cold water. Both band and choral storage rooms should include an electrical outlet and lights.

Teacher office needs to have a telephone and computer networking outlet, electrical outlets, and lighting.

X. SPECIAL REQUIREMENTS

Band and choral rooms should be carpeted with anti-static carpet. There should be acoustically treated walls. Teacher office should be carpeted. Secretary, two spaces

are needed. Storage rooms should be also treated with acoustical, sound proofing materials, so that they can be used for practice rooms.

XI. STORAGE

Band storage room should include:

1. Built in space to store 20 large instruments, with adjustable shelves;
2. Space for 40 small instruments with adjustable shelves or lockable lockers; and
3. Sink and counter.

Choral/Drama/Dance Storage room should include:

1. Shelves for video equipment, props; adjustable; and
2. A built-in closing closet with hanging capabilities to hang choral and drama outfits.

XII. ENROLLMENT

No more than 40 students will be in the band room at one time, and no more than 30 students will be in the choral room at one time. Rooms would be used for the following subjects throughout the day.

Band/Piano Lab

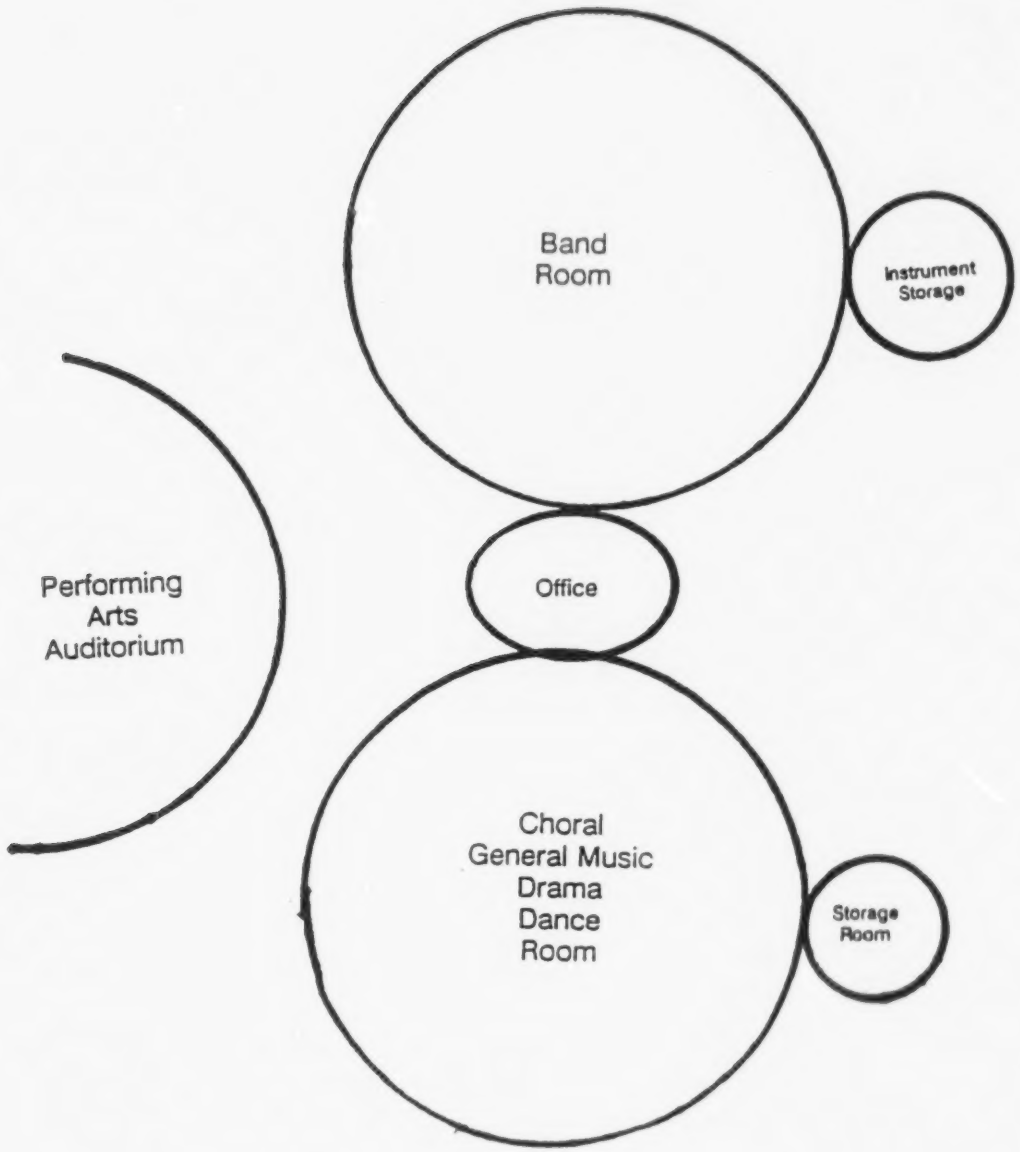
1. 6th grade band
2. Intermediate band 7/8
3. Advanced band 7/8
4. Jazz band
5. Music exploratory 6/7

Choral/Drama/Dance room

1. Concert chorus 7/8
2. Show chorus 7/8
3. Drama Exploratory 6/7
4. Drama I and II
5. Dance I and II

ORIENTATION AND RELATIONSHIPS

PERFORMING ARTS



6.7

PERFORMING ARTS AUDITORIUM

I. INTRODUCTION

The performing arts auditorium will augment the performing arts area for performances, as well as augment all of the other school related subjects. The auditorium can be used as a meeting place for entire grade level activities such as movies, guest speakers, assemblies, and may also be rented out to the community for other activities.

II. CURRICULUM TO BE TAUGHT

Performing arts instruction will culminate in performances.

III. EDUCATIONAL OUTCOMES

Instruction will culminate in performance such as band and choral concerts, dance recitals, drama plays, and performances that will ultimately combine band, vocal, drama, and dance performances, together.

Students will have gained skills necessary for performance through daily instruction in the classroom, and the opportunity to perform in a professional type auditorium will motivate them to continue learning and enjoy their performing art.

IV. DISCERNIBLE TRENDS

An auditorium is a place for students and adults to enjoy performances of all media for years to come.

The auditorium can serve as a centerpiece of school/community relationships being used not only by school performing groups, but also by community groups and by special performances that may wish to perform in the Roseville area.

V. TEACHING AND LEARNING ACTIVITIES

An auditorium will enhance the learning of all performing arts activities and can be used for:

1. Band concerts;
2. Choral concerts;
3. Plays;
4. Musicals;
5. Dance recitals;
6. Movies;
7. Assemblies;
8. Guest speakers;
9. Grade level assemblies; and
10. Community activities.

VI. ORIENTATION AND RELATIONSHIPS

The auditorium should be adjacent to the band and choral rooms. It should have restrooms located near-by. It should have a stage large enough to seat a 40 piece band and should have storage and dressing rooms located behind the stage. Stage floor should be wood.

VII. INTERNAL TRAFFIC

The stage should be large enough to seat a 40 piece band, and have a door that leads from the back of the stage to the hallway adjacent to the band and choral rooms.

The auditorium should seat 300 to 500 people, with doors entering the auditorium from the back. Rows should be tiered, with the highest tier at the back, where the doors are located.

VIII. FURNITURE AND EQUIPMENT

The auditorium should have:

1. 300 to 500 seats;
2. Clock;
3. Curtains on stage/pit capabilities;
4. Large movie screen that drops from the ceiling;
5. P.A. system;
6. Intercom;
7. Spotlight;
8. 2 portable microphones; and
9. 2 dressing rooms with mirrors, counters and a sink, located behind the stage.

IX. UTILITIES

Utilities required are as follows:

1. Electrical outlets on the stage floor;
2. Sink in each dressing room with h/c water;
3. Lighting with dimmer capabilities in auditorium and on stage;
4. Non-vapor lights, incandescent, with very high output;
5. Typical stage lighting for various musical and drama performances;
6. Microphone jacks in several locations in front of the stage; and
7. Air conditioning.

X. SPECIAL REQUIREMENTS

Auditorium needs a wood stage floor with carpeted aisle ways. The auditorium must be acoustically treated.

Seating should be tiered with the highest tiers at the back of the auditorium for clear viewing of performances.

XI. STORAGE

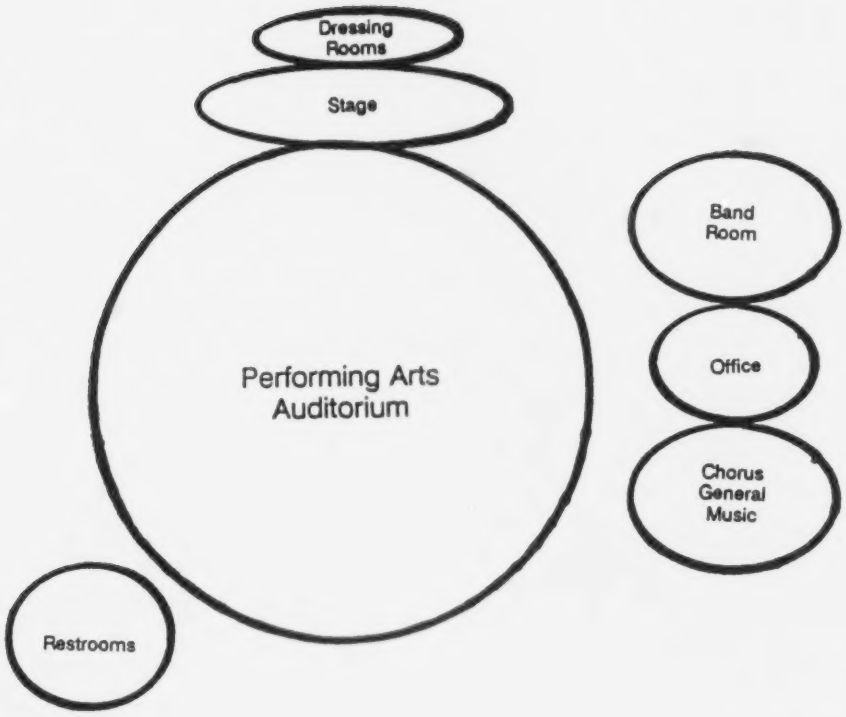
Several very large cabinets should be located behind the stage with easy access for play props.

XII. ENROLLMENT

The auditorium would be used for many different activities throughout the day and should seat 300 to 500 students.

ORIENTATION AND RELATIONSHIPS

PERFORMING ARTS AUDITORIUM



HOME ECONOMICS

I. INTRODUCTION

The Home Economics room will be used to teach the home economics curriculum as specified in the Middle School Curriculum and Instructional Plan. The room should include an instructional area as well as lab areas for cooking skills and clothing construction. The home economics room can also be utilized for life skills instruction to special needs students.

II. CURRICULUM TO BE TAUGHT

The curriculum to be taught is that curriculum specified in the Middle School Curriculum and Instructional Plan:

HOME ECONOMICS CURRICULUM - 6TH GRADE

I. Life Management;
   - A. Self-concept;
   - B. "Me" Power; and
   - C. Manner/Etiquette.

II. Foods and Nutrition;
   - A. Kitchen Safety;
   - B. Care and Maintenance of Appliance;
   - C. Food Groups with Simple Food Experiences;
     1. Milk (ie. milk shakes, ice cream);
     2. Meat (ie. mini quick pizzas);
     3. Fruits and Vegetables (ie. fruit dip. orange julius); and
     4. Bread and Cereal (ie. no bake cookies).
   - D. Table Settings.

III. Clothing and Textiles;
   - A. Care and Maintenance;
   - B. Mending;
   - C. Simple Hand Sewing; and
   - D. Craft Activities.

HOME ECONOMICS ELECTIVES

I. Food and Nutrition;
   A. Nutrition and Healthy Lifestyles;
   B. Food Preparation;
   C. Meal Planning;
   D. Four Basic Food Groups;
   E. Food Storage;
   F. Care and Use of Appliances;
   G. Kitchen Safety; and
   H. Microwave Cooking.

II. Clothing and Textile;
   A. Basic Clothing and Textiles;
   B. Basic Sewing Techniques;
   C. The Fabric Store;
   D. History of Clothes;
   E. Color and Wardrobe Planning;
   F. Holiday Craft; and
   G. Care and Maintenance.

III. Consumerism;
   A. Budgeting;
   B. Comparative Shopping; and
   C. Resource Information.

IV. Child Care;
   A. Safety;
   B. Child Care Giver; and
   C. Child Development.

III. EDUCATIONAL OUTCOMES

Students will be able to:

(1) Safely use a kitchen to plan and prepare simple nutritional foods in a sanitary manner;

(2) Safely use sewing tools to mend clothing and construct a simple project;

(3) Properly care for clothing;

(4) Learn various aspects of child care;
   a. Safety;
   b. Development stages;
   c. Employer - employee expectations; and
   d. Routine care.

(5) Become familiar with wise consumer practices; and

(6) Develop and experience positive feelings about themselves.

IV. DISCERNIBLE TRENDS

The trend in Home Economics is to develop students into self-sufficient and responsible family members in the areas of consumerism, food preparation and nutrition, child care, clothing and textiles and interpersonal relationships. There is increasing use of computers in the area of home economics.

V. TEACHING AND LEARNING ACTIVITIES

Students in the Home Economic room will be using various learning techniques. This may include seat work, teacher presentations, and demonstrations, food preparation, clothing construction, guest presentations, and use of various technologies (ie. computers, VCR's, modern kitchen equipment).

Teachers in the Home Economic room will be providing direct instruction, facilitating group discussions, circulating among students, providing individual help, demonstrating proper food preparation technique, demonstrating clothing construction techniques, and operating various classroom technology.

VI. ORIENTATION AND RELATIONSHIPS

Home Ec. should be located as close as possible to road access and parking area for off loading of supplies. Home Ec. will require extra utilities, plumbing and ventilation. Easy access for care and maintenance of equipment is important.

Instructional area, Kitchen lab. and sewing labs are to be separate areas of room.

The storage room should be near the foods area and the office should have glass so all the areas can be viewed simultaneously.

VII. INTERNAL TRAFFIC

In the foods area, the students will be working in groups of four. The students will be going to the supply table to pick-up supplies for cooking projects. Easy access to each kitchen is required, as is space to work. Kitchen labs should be set aside from lecture area.

Sewing area should be large enough to provide adequate space to lay out large sewing projects and allow room to move around the project.

VIII. FURNITURE AND EQUIPMENT

Required equipment for the Home Ec. room;

FOOD LAB:

*1. 7 state of the art kitchen units for four people per unit;
2. 7 self cleaning oven and range units coil-less burners (Jenn Aire);
3. 7 microwave ovens - free standing portable with rotating table;
4. 7 sets of dishes - 4 place settings (Corelle);
5. 7 sets of flatware - 4 place settings;
6. 4 blenders;
7. 7 mixers;
8. 7 sinks - double stainless steel;

9. 7 garbage disposals;
10. 3 lg. (10 gal.) garbage cans for recycling;
11. 1 food processor;
12. 2 slow cookers;
13. 7 table clothes with 4 matching napkins each;
14. 7 sets of nesting mixing bowls (metal);
15. 7 each - baking sheets (16) (Jelly roll type), 9" x 13", 8" sq.; pie tins, muffin tins (12 unit tin);
16. 7 sets microwavable bakeware - 9" x 13" and 8" or 9" sq.;
17. 7 sets Revereware (6 piece);
18. 7 10" non-stick frying pans;
19. 7 lg. (16" x 20") cutting / bread board (NO WOOD);
20. 7 dish drainers and mats;
21. 7 sink/ dish tubs;
22. 1 clock;

UTENSILS

23. 7 sets of kitchen utensils, sifters (crank handle), hand egg beaters, rolling pins, pastry blenders, rubber scrapers,spatulas, peelers, paring knives (2 sizes), turners (teflon), wooden spoons (16), lg. teflon spoons, sets of measuring cups-dry and liquid, measuring spoons;
24. 7 sets of flour and sugar canisters;

LINENS

25. 5 doz. terry cloth dishtowels;
26. Non-scratch dish pads;
27. 16 potholders;
28. 3 doz. aprons;

CLEANING SUPPLIES

29. 7 scrub brushes for dishes;
30. 16 sponges;
31. 2 brooms;
32. 2 dish pans;
33. Washer;
34. Dryer;
35. 1 wet/dry dustbuster; and
36. 2 buckets.

CLOTHING CONSTRUCTION LAB:

1. 14 Cabinet sewing machines on casters;
2. 4 ironing boards;
3. 4 irons;
4. 30 stackable chairs;
5. 8 72"x 30" tables; and
6. 1 vacuum.

CLASSROOM TECHNOLOGY:

1. TV/VCR and cart;
2. 1 overhead projector;
3. 2 computers with hardware;
4. 2 computer tables; and
5. 2 dry erase boards (4' x 8') wall mounted.

DEMONSTRATION TABLE:

1. Reversible mirror and cork board on wheels;
2. Full set of knives (6);
3. Measuring cups liquid and dry;
4. Nesting bowls- clear glass;
5. Sifter;
6. 2 wooden spoons;
7. Rubber scrapers;
8. Pastry blender;
9. Teflon spatula;
10. Teflon spoons (4);
11. Turners;
12. 4 potholders;
13. 2 dishtowels;
14. 2 nylon dish scrappers;
15. Rolling pins (2);
16. 9" x 13" baking sheet;
17. 8" sq. pan;
18. 2 sets plastic containers - various sizes; and
19. 4 2 gal. pitchers; and
20. 9 inch pie pans.

IX. UTILITIES

The utilities required in the Home Ec. areas are as follows:

1. Hot and cold water, energy efficient water heater (75- 80 gal. cap.) large enough to serve 7 kitchens (separate from remainder of the school);
2. Separate key lock to power source in kitchen labs;
3. Wiring to accommodate microwave, ranges, washer, dryer, refrigerator, garbage disposal, sewing machines (strip outlets 4 -foot on center) and varied small appliances;
4. Standard overhead lighting;
5. Emergency shut off button for kitchen labs - easily accessible to teacher;
6. Phone/intercom (away from exit);

7. Smoke detector - electric with battery backup;
8. Sprinkler system in kitchen area;
9. Intrusion alarm with motion detector;
10. Sonic rodent control:
11. Fire extinguisher;
12. Minimum 2 G.F.I. outlets per kitchen unit above counter work area; and
13. 4 - 8-pin modular jacks, ISDN compliant, voice and data compatible.

X. SPECIAL REQUIREMENTS

The Home Ec. room will require these special needs:

1. 2 exits in case of fire;
2. Windows for ventilation along a minimum of 2 walls with southern exposure; and
3. Doors wide enough for handicap access and appliance movement.

* One kitchen unit to be equipped for handicap:

1. Braille stove and large print, lower to ground;
2. Drop sink (that wheelchair can fit under);
3. Braille measuring cups - liquid and dry (large print);
4. Braille measuring spoons;
5. Large handles on faucets;
6. Modified kitchen utensils (see special catalog);
7. Sliding drawers / shelves in cabinets;
8. Tile floor, washable wall surface in kitchen lab area; and
9. Vary pattern in kitchen lab area (so lab area has a visual separation).

XI. STORAGE

Teacher store room/ Office:

1. Locked door and security window;
2. Teacher center with 4 shelves, file drawers on one side,coat area and top shelf on other - double doors, Separate locks;
3. File cabinet - 3 drawer locked;
4. Counter, length of wall with closed floor cabinets underneath with drawers above; and
5. Open double bookcase ceiling to floor abutting counter and cabinet.

Kitchens: (4 people per kitchen)

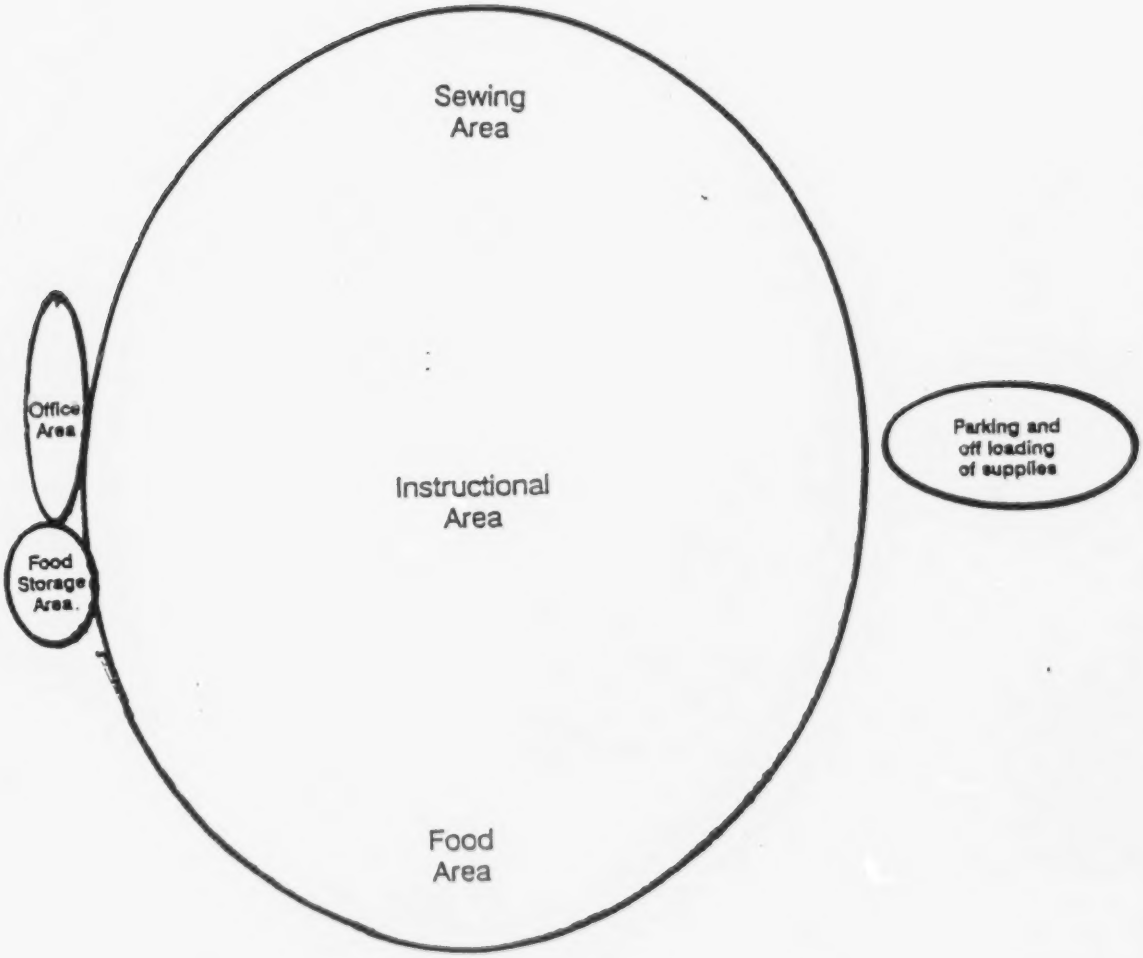
1. 17 linear feet counter (non-scratch with splash) per kitchen area, excluding sink and stove;
2. Under sink cabinets with doors;
3. Cabinets and drawers underneath counters for storage of cooking equipment and utensils (see equipment list for items to be stored); and
4. NO ISLANDS.

XII. ENROLLMENT

24 students per kitchen lab area and 2 per sewing group.

ORIENTATION AND RELATIONSHIPS

HOME ECONOMICS



INDUSTRIAL ARTS AND TECHNOLOGY

I. INTRODUCTION

The exploratory class will allow students to experience many of the new technologies that affect their daily life. Learning modules of instruction have been developed to allow them to interact with robots, lasers, computer controlled machines and other hi-tech equipment. A self-directed set of instructions is a part of each module. These instructions will explain each activity to the students and will allow them to work at their own pace. Reading is a very important part of technology and it is also a very important part of this class.

The industrial arts elective class will allow students to receive drafting, woods, metals, and electronics. It will contain permanent and movable work stations. It will provide a safe and functional working and instructional environment.

II. CURRICULUM TO BE TAUGHT

The exploratory curriculum to be taught to 6th and 7th grades would include:

1. Electricity;
2. Graphic communications;
3. Computer problems;
4. Transportation;
5. Radio communications;
6. Energy/Power/Mechanics;
7. Rocketry/Spaceflight;
8. Research/Design;
9. Electronics;
10. Robotics;

The elective curriculum to be taught in the 7th and 8th grades would include:

TECHNICAL DRAFTING

Knowledge and skills to prepare working drawings.

WOODS

Knowledge and skills in the use of hand and machine tools in the application of woodworking.

METALS

Knowledge and skills in the processes, tool, safe work habits, and careers in the metals industry.

ELECTRONICS - ELECTRICITY

Knowledge of electronic theory, circuits, and careers in the electronics industry.

III. EDUCATIONAL OUTCOMES

The students will meet the learning objectives established by the District Middle School; Curriculum Committee and the State Curriculum Committee and the State Curriculum Frameworks. The students will achieve a competency in skills and application in the industrial areas of drafting, woods, metals, electronics.

The students are expected to:

1. Learn skills necessary to work with their peers in a team effort to solve problems;
2. Use and program robots, lasers, computer controlled machines and other hi-tech equipment;
3. Use a computer with confidence;
4. Solve problems through practical applications; and
5. Become more literate in technology and thus able to live, work and survive in this complex society.

IV. DISCERNIBLE TRENDS

The exploratory program will represent a shift from the traditional Industrial Arts to Technology Education. The importance of technological literacy, the acquisition of knowledge and the maximizing of opportunities for all students has shifted Technology Education from a peripheral elective subject area to the very center of the educational process.

The trends in Industrial Arts elective program are in the following areas:

1. Safety Education;
2. Work habits development;
3. Role Models;
4. Critical thinking;
5. Project development;
6. Plan development;
7. Responsible materials management; and
8. Technological involvement.

V. TEACHING AND LEARNING ACTIVITIES

The students will be involved in the following activities in the exploratory program:

1. Electricity unit - using circuit board, power supply, insulators and conductors, magnets, VOM meter, soldering, motors and generators;
2. Electronics unit - component identification, electronic soldering, reading schematics, and experiments;
3. Energy/Power/Mechanics unit - experiments with machines and forces, gears, hydraulics, and pneumatics;
4. Applied Physics unit - using a laser to transfer sound and light, and study fiber optics;
5. Research and Design unit - design and construct a model CO^2 powered racing car, perform wind tunnel tests, and design cars with the Car Builder program;
6. Graphics Communications unit - using the CAD System draw three view drawings;
7. Computer Problem Solving unit - Using "THE FACTORY" program, do brain storming and critical thinking;
8. Flight Technology unit - use a flight simulator, and study the principles of flight;

9. Rocketry and Space unit - build a model rocket which demonstrates Newton's laws of physics;
10. Transportation unit - Explore the many different ways of getting people and things from one place to another, use " DESIGN YOUR OWN TRAIN" computer activity;
11. Robotics and Automation unit - use a robot and learn some characteristics and abilities of this amazing machine;
12. Desktop Publishing unit - design a publication and print it in its final form;
13. Audio Broadcasting unit - format and broadcast their own program using stereo and audio equipment, including mixers, amplifiers, and CD players;
14. Engineering and Structures unit - construct their own balsawood bridge; then test and compare it to those of the other students in the class;
15. Computer Graphics and Animation unit - students will produce their own special effects and animated sequences using creative software packages;
16. Computer Applications unit - students will do keyboarding, basic programming; and
17. Testing - students will take a pretest and post-test for each unit of instruction.

The teaching and learning activities in the elective program are:

1. Learn safety information and procedures;
2. Work habits and responsibilities;
3. Plan development and interpretation of designs and projects;
4. Develop organizational skills;
5. Draw simple and complex sketches and working drawings;
6. Develop procedural processes and procedures;
7. Compute industrial measurements;
8. Prepare surfaces for finish;
9. Select appropriate raw materials;
10. Develop understanding of fastening trends;
11. Use hand and power tools;
12. Use machine tools;
13. Develop understanding of heat treating; and
14. Develop understanding of electrical principles.

Teachers will be:

1. Demonstrating and modeling each unit of instruction;
2. Using technology equipment;
3. Lecturing;
4. Instructing in the use of technology equipment; and
5. Supervising instructional periods and assisting students as needed.

VI. ORIENTATION AND RELATIONSHIPS

The students will be instructed in the Technology classroom. The classroom should be located to allow interdisciplinary opportunities. Teachers of Math, Science, English, and Social Science should utilize the resources available in the Applied Technology Laboratory to incorporate new and innovative methods and opportunities in their given subject areas.

The industrial arts rooms are located away from regular classroom to reduce noise distractions. Access to parking and delivery area for easy materials handling. Shop areas are adjacent to classroom area for 24 students to conduct paper/pencil activities.

VII. INTERNAL TRAFFIC

Students will be instructed in the Technology classroom. Approximately 24 students will be entering the room at one time and exiting together. The Exploratory program will be using furniture modules that facilitate two students per module; students will be moving from module to module every 7 school days. The Elective program will need room for large technical pieces of equipment.

There should be an entrance for the student quad area, lockable door leading to the teacher's office, a lockable door leading to the classroom area, and a roll-up door to the parking area for material handling. The work stations should be visible from all areas of the shop. Student and teacher will travel around the room on a routine basis. Traffic flow around work stations should accommodate 24 students.

VIII. FURNITURE AND EQUIPMENT

The Exploratory program will use the following furniture and equipment:

1. Materials and equipment for sixteen modules of instruction, (See Delta, Colorado Plan);
2. Fourteen furniture modules - (like the furniture being used in Delta County, Colorado);
3. Fourteen MAC LC computers, Imagewriter printer, one message board, and one management system;
4. Sixteen monitors, sixteen VCRs, sixteen headphone jacks, and thirty-two headphones;
5. Two sound modules similar to the Wenger models;
6. Twenty-four chairs;
7. Two four drawer file cabinets; and
8. One over-head projector and screen mounted to ceiling.

WOOD

1. 1 - 12" self-feeding planer;
2. 1 - 8" jointer;
3. 4 - 18" lathes;
4. 2 - 10" radial arm saws;
5. 2 - 10" table saws;
6. 2 - drill presses adjustable pedestal;
7. 1 - dove-tail rotor;
8. 1 - doweling machine;
9. 1 - mortising drill press;
10. 1 - 10' x 10' x 8' spray booth;
11. 1 - 4' x 4' x 3' ventilation booth (toxic fumes);
12. 1 - Central dust collecting system;
13. 6 - 5' x 5' x 3' w/4 detachable stools to include 4 wood clamp type vises-work bench station);
14. 1 - VCR;
15. clock;
16. PA speaker;
17. Fluorescent fixture throughout shop, incandescent lighting in spray booth;
18. Safety equipment; and
19. First aid equipment.

METAL SHOP

1. Welders arc - mig - tig;
2. Acy Oxy Tanks;
3. Pedestal grinders 10" double;
4. Bandsaw metal;
5. Forge;
6. Anvils;
7. Metal bender;

8. Box and hand brake;
9. Plasma cutter;
10. Metal rollers;
11. Power crimper;
12. Saws all;
13. Welding hoops;
14. Safety equipment;
15. First aid;
16. Six 5' x 5' x 36' work station with detachable stools with laminated wood, covered 12 gauge sheet metal; and
17. 2 vises with drawers.

ELECTRONIC EQUIPMENT

1. 12 - oscilloscopes meters;
2. 12 - electrical multi meters with test leads;
3. 24 - circuit boards recessed into counters;
4. 4 - counters to accommodate six students, 3 on each side, 30" high with electric meters back to back installed in above counters (counter space 18" deep 6' long, 30" high);
5. 24 - soldering gun/fine tip;
6. Overhead projector; and
7. 6 - fire extinguishers.

DRAFTING EQUIPMENT:

1. 12 double station drafting tables with 24" x 30" adjustable angled work tops;
2. 24 - free arm drafting machine;
3. 24 - clamp lights with fluorescent cw lamps;
4. 24 - soft stools;
5. 12 - drafting tables 36" high, 6' long;
6. 2 - overhead projectors
   1 - projector LCD compatible,
   1 - projector low heat high luminous
7. 2 - computers
   1 with CAD capacity,
   1 with printer;
8. 2 - teacher desks 30" x 60"; and
9. 4 - book shelves 4' x 10' x 12" (two shelves).

ALL STATIONS TO INCLUDE SIX LOCKING DRAWERS

IX. UTILITIES

Utilities required are as follows:

ALL SHOPS

1. Electrical outlets 110 AC to be installed every 8'
   Double duplex receptacles OND
   Independent circuits, in shop;
2. 220 outlets to be installed to accommodate all equipment needed
   Also independent circuits in shop;
3. Outlets (4) installed in office area
   a. 4 - 8 pin modular jacks, ISDN compliant, voice and data capable; and
   b. Cable TV access;
4. 4 outlets one each wall with vent fan to exhaust to outside of spray booth;
5. Classrooms to include six outlets, 2 pair on opposite wall, 1 each on other walls
   a. Cable TV access;
   b. Clock - PA system;
   c. Fire protection sprinklers; and
   d. Intrusion alarm.
6. In shop
   a. Fire protection sprinklers;
   b. Intrusion alarm;
   c. Clock PA System; and
   d. Cable access.
7. Each double station needs one duplex receptacle to power clamp light;
8. There is going to be at least 8 electrical outlets in the room;
9. Computer access to receive LAN systems;
10. Telephone;
11. Clock;
12. PA System; and
13. Washbasin and drinking fountain.

X. SPECIAL REQUIREMENTS

Each area needs to have clear visibility of all work stations from every corner and space in room. Access to a traditional classroom is an important aspect of the program.

XI. STORAGE

Storage is required in each of the areas as indicated:

DRAWING STORAGE

1. Storage cabinet for 4' x 30" drawings with 20 drawers locakable; and
2. Cabinet for hand equipment:
   - 24 - T squares 30";
   - 24 - 30/60 triangle 10";
   - 24 - 45 triangle 10;
   - 24 - compass divider sets;
   - 24 - eraser pads, pounce pads;
   - 24 - scales - architectural;
   - 24 - scales - engineering;
   - 24 - scales - metric;
   - 5 - sets French curves;
   - 24 - eraser shield;
   - 24 - mechanical pencils;
   - 2 - sets miscellaneous template, ie. circle, square, oval oblic, isometric structural, architectural;

SUPPLY STORAGE DRAFTING

1. Paper;
2. Miscellaneous lead pencils, eraser, etc.; and
3. Drawing station storage;
   10 drawers to hold student personal equipment and drawing at least 12" x 24".

STORAGE WOOD

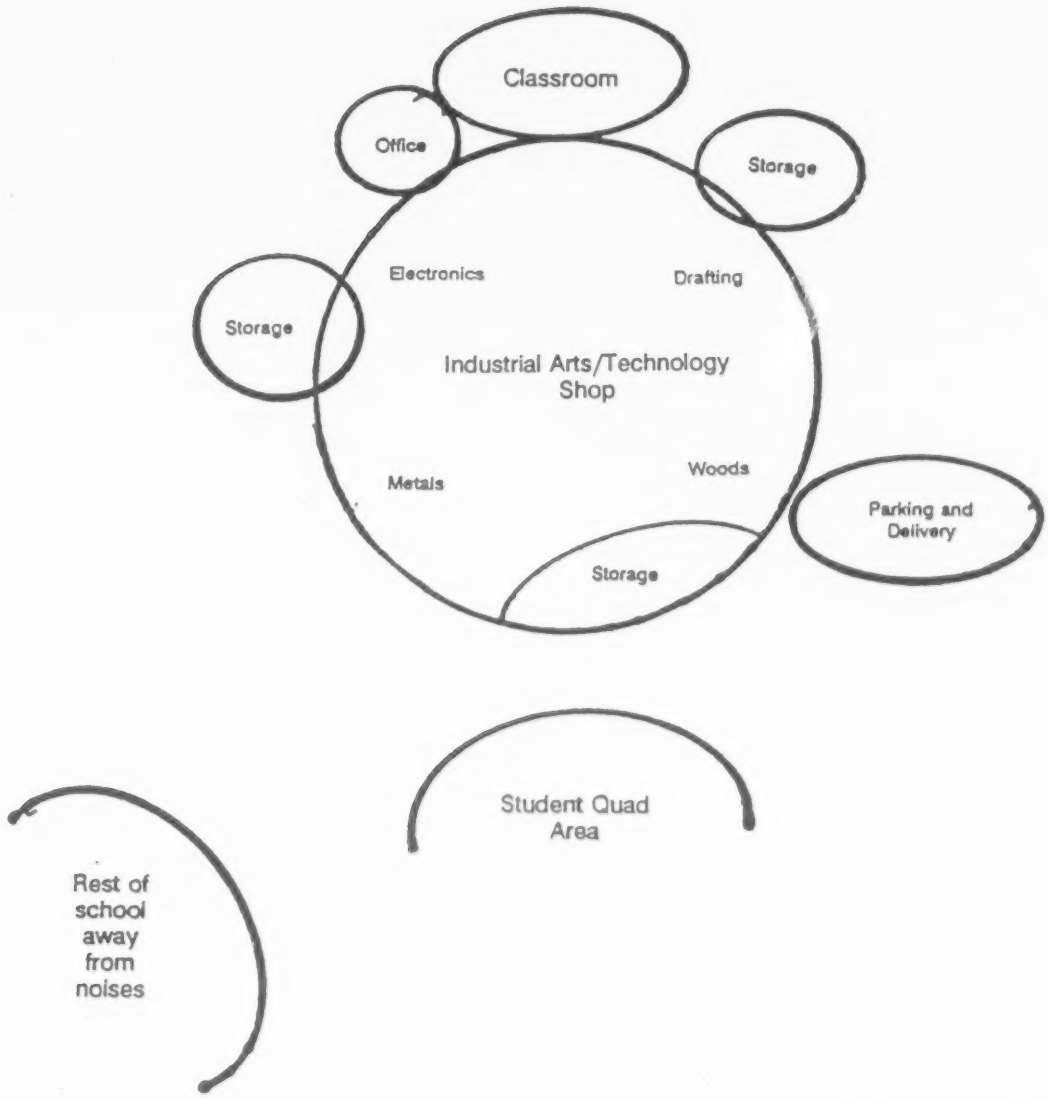
1. 1 - 4 x 8 x 4' wide plywood rack;
2. 2 - Horizontal storage lumber racks, wall type 12' long to accept 2 tons of lumber with 5 levels.
3. Storage cabinets beneath 5' x 5' work tables 4 per station with hasps to accept padlocks (combination master padlock);
4. 4 - storage cabinets wood with adj. shelves 4' x 6' x 30" with locks;
5. 1 Teachers desk 30" x 60" drawer both sides office area 10' x 12';
6. 4 - Metal file cabinets;
7. 1 - Hazardous chemical storage container, metal 60" x 60" x 32" with two doors with locks;
8. 2 - Storage units for student access for tools 5' high x 12" deep, 8' long with bifold wooden doors.

XII. ENROLLMENT

Each instructional area will serve 24 students at a time.

ORIENTATION AND RELATIONSHIPS

INDUSTRIAL ARTS



FOREIGN LANGUAGE AND ESL

I. INTRODUCTION

The ESL/Foreign Language Classroom and Lab would be available to students who are non-English speaking (NES), limited English speaking (LES), or studying a foreign language. The classroom is sometimes called the Second Language Acquisition Room (SLAR).

II. CURRICULUM TO BE TAUGHT

The curriculum to be taught in the Foreign Language/English as a Second Language (ESL) room is:

1. A communication-based instructional program designed to correspond with the way young people acquire language at home;

2. The language shall be taught as an expression of the culture in which the language is spoken; and

3. Languages to be taught shall be based on the needs of the community and may include Spanish, German, French, English, and Pacific Rim Languages (ie. Japanese, Chinese).

III. EDUCATIONAL OUTCOMES

Students will be able to comprehend, communicate, and apply their second language knowledge.

Students will become aware and accepting of cultures different from their own.

IV. DISCERNIBLE TRENDS

The trend in the teaching of second language acquisition is to use an interactive approach, such as total physical response, and/or whole language approach--moving away from primary use of textbooks and workbooks.

TEACHING AND LEARNING ACTIVITIES

The teaching, learning activities include the following:

1. Modeling teacher, modeling other students;
2. Reading and writing activities;
3. Small group instruction;
4. Oral interaction;
5. Skits, presentations;
6. Extensive use of visual and audio aides;
7. Use of modern technology--video, computer;
8. Cultural activities;
9. Individual tutoring;
10. Peer tutoring/teaching; and
11. Integration of other curriculum activities

VI. ORIENTATION AND RELATIONSHIPS

The second language acquisition room (S.L.A.R.) should be located in an area easily accessible to and from all other areas of the school.

VII. INTERNAL TRAFFIC

Students will need to move freely about the instructional area with traffic moving freely and smoothly from instructional area to the lab/ listening area.

VIII. FURNITURE AND EQUIPMENT

The furniture and equipment required in the ESL/Foreign Language Lab are as follows:

1. Eight, two-student work areas in the lab area which would include:
   a. Carrels;
   b. Computer;
   c. Video disc;
   d. VCR monitor;
   e. Teacher call button; and
   f. Cassette player.
2. Two clocks (one in instructional area, one in listening lab area);
3. Eight VCR's to be in LOCKED control room in language lab area;
4. One mounted VCR/TV in instructional area;
5. Mobile paper cabinet;
6. Sink with hot and cold water and drinking fountain;
7. Anti-static carpet;
8. Four rectangular tables, 6' x 2 1/2';
9. Three free-standing bookcases, 5' tall, 12" deep, 40" wide, with adjustable shelves;
10. Thirty stackable chairs;
11. Two dry-erase boards 4' x 4';
12. Phone/intercom system (allowing teacher to make phone calls from room);
13. Ten large throw pillows;
14. Mounted maps (world);
15. Overhead projector;
16. Intrusion/security alarm;
17. Tackable wall coverings on all walls; and
18. Pencil sharpener (electric).

IX. UTILITIES

Utilities required are as follows:

1. TV/Cable Feed;
2. Grounded electrical outlets available for every carrel;
3. Electrical outlets on all other walls every 4';
4. Wiring from VCR's in control room to video;
5. Screens in student work areas;
6. 4 - Eight pin modular jacks/ISDN compliant, voice and date compatible;
7. Hot and cold water to sink; and
8. Incandescent and natural lighting.

X. SPECIAL REQUIREMENTS

A. Control room in listening lab should have a locked door, with windows to view students;

B. Instructional area should be slightly elevated to differentiate it from listening/work lab. Lab area should be glass enclosed so that teacher can observe students from any area;

C. Instructional area should have a two-level conversation pit in the middle of the room;

D. Colors should be bright and inviting--primary colors;

E. Lab area should be approximately 1/3 of total area, instructional area should be approximately 2/3 of total area; and

F. Opening windows/natural light with black out capabilities.

XI. STORAGE

The following storage is needed:

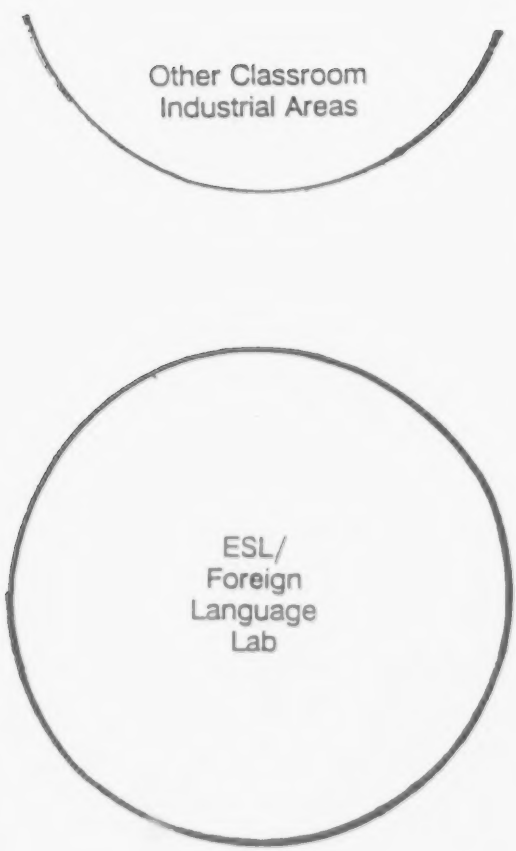
1. One locked control area in lab to contain eight VCR's and VCR tape storage;
2. One lockable walk-in closet (6' wide x 4' deep) with adjustable shelves and 8 chart drawers (24" deep on sides);
3. Bookshelves (with adjustable shelves) from floor to windows in lab area; and
4. Counter adjacent to sink with hot/cold water.

XII. ENROLLMENT

Maximum 28 students per period. Sixteen (16) students can be in the lab area at one time. All 28 students could be in the instructional area at one time.

ORIENTATION AND RELATIONSHIPS

FOREIGN LANGUAGE/ESL



COMPUTER EDUCATION

I. INTRODUCTION

One of the most fundamental changes in our society is the new way in which we generate, use, and store information. The computer is the core of the advances in information technology. Therefore, every student, in order to be prepared for a changing world, will have the opportunity to learn to use the computer and computer-related technologies.

II. CURRICULUM TO BE TAUGHT

The curriculum that is to be taught in the computer education facility is as follows:

1. Using and developing procedures;
2. Using computer programs;
3. Fundamental concepts about computers;
4. Computer applications and systems;
5. Word-processing;
6. Keyboarding;
7. Impact of computers on society;
8. Writing computer programs; and
9. Staff, parent, and community in-service and emerging technology awareness.

III. EDUCATIONAL OUTCOMES

The educational outcomes associated with the computer education facility for students, staff, parents, and community members are as follows:

1. Use computer applications that are helpful in learning, managing information, and solving problems in all subject areas;
2. Learn a variety of problem solving tools and techniques to develop problem solving procedures to use with the computer; and
3. Become aware of information-handling and problem solving skills that are important in a variety of careers.

IV. DISCERNIBLE TRENDS

Considering the rapid change in evolving technology the computer education facility needs to be flexible enough to accommodate rapid changes in technology and an ever changing level of knowledge brought by students, staff, parents, and community members.

V. TEACHING AND LEARNING ACTIVITIES

Activities for the computer education facility will include:

1. Computer education courses for students enrolled in the middle school;
2. Computer education and in-service training for staff, parents, and community members; and
3. Application of computer knowledge to research and creativity.

VI. ORIENTATION AND RELATIONSHIPS

The computer education facility should be near or adjacent to:

1. Library media center; and
2. Student publications/activity center.

VII. INTERNAL TRAFFIC

Computer education facility users will move into the work area through a door leading from a common hallway, an additional entrance should be provided if facility is located next to the library media center. Users will move about the perimeter of the room when interacting with computer workstations. The center will remain available for table top research, design, whole class demonstration and instruction, and miscellaneous use.

VIII. FURNITURE AND EQUIPMENT

The computer education facility should have flexibility as the guiding force behind the design. Furniture and equipment necessary for optimal use of the facility is as follows:

1. 35 computer workstations for use as stand-alone and in a network environment - monitor needs to be on an adjustable platform;
2. 2 laser printers;
3. 7 dot matrix printers;
4. 40 ergonomically designed chairs - 5 pedestal with lumbar support;
5. Countertop (30" depth/wide) around the perimeter at correct typing height that gives each workstation 48" of linear workspace and allows for 6 dot matrix printers to be stationed at even intervals between workstations;
6. Adjustable tables for large group instruction - to be used by up to 35 individuals in the center of the computer facility;
7. Teacher workstation with file cabinet and presentation area located within the center of the classroom at the head of the large group instruction area, to include 1 computer, overhead, hi-resolution LCD panel, and easy access to projector, monitor, and overhead screen controls - also needs storage/presentation area for current laser disc technology, CD-ROM, VCR, and other technologies that may become current/available; storage needed for files, LCD unit, disks, and overhead;
8. Current technology overhead projection system mounted in ceiling;
9. Current technology laser disc player;
10. Current technology CD-ROM;
11. Current technology VCR deck;
12. Current technology scanner;
13. CAD-related plotter printer;
14. Current technology 2 page RGB monitor for TV/cable, video, and computer presentation;
15. 4 - 8-pin modular jacks ISDN compliant voice and data capable on each wall and by teacher area;
16. Modem and phone line;
17. Phone with outside line and intercom;
18. Keyed master kill switches for groupings of computers and printers; rest of room should be under separate system control(s);
19. Two waste baskets;
20. Two dry erase boards (8 foot each) with 2 - 3 foot vertical sliding panels on one wall;
21. Tackable surfaces on all walls;
22. Windows/natural lighting with black-out capability - high on the wall - need to open;
23. 4' x 6' x 30" portable cabinet for storage - 1 per teacher - 2 teachers (year round education);
24. Locking wall cabinets with doors over workstations - 2 walls, 3 shelves;

25. Clock;
26. 8 foot (minimum) electrically operated overhead projection screen;
27. Student storage area (can be under computer countertop area);
28. Sink with drinking fountain and faucet with hot and cold water;
29. Electric pencil sharpener;
30. Paper towel dispenser near sink; and
31. Anti-static carpeting that absorbs sound - run carpeting on wall up to countertop workstation;

Furniture and equipment necessary for optimal use of computer education storage facility and computer coordinator work area is as follows:

1. 2 keyed entry doors - 1 from computer education facility - 1 to outside;
2. Floor-to-ceiling equipment storage cabinets - keyed, 2 walls;
3. Water and fire proof disk and tape storage cabinet;
4. 2-four drawer lockable file cabinets or 4 - drawer lockable file cabinets;
5. Area for file server(s) substation;
6. Area for necessary wiring for substation and computer education facility;
7. Countertop/desk area - typing-level appropriate for computer monitor needs to be on adjustable platform;
8. Center table 4' x 8';
9. 6 ergonomically designed chairs - 5 pedestal with lumbar support;
10. 4 8-pin modular jack ISDN compliant, voice and data capable;
11. Computer;
12. Laser printer;
13. Modem;
14. Two waste baskets;
15. Tackable surfaces on all walls;
16. Windows/natural lighting with black-out capability - high on the wall - need to open;
17. Clock;
18. Anti-static carpeting that absorbs sound - run carpeting on wall up to countertop workstation; and
19. Electric pencil sharpener.

IX. UTILITIES

Utilities needed in the computer education facility and computer storage and work area include:

1. Electrical strip along the wall for 35 computers and peripherals, outlets every 2 feet;

2. Covered electrical outlets in the floor, located under portable teacher work area - enough to handle computer, overhead, LCD panel, VCR, laser disc, CD-ROM, printer and other peripherals;
3. Sink with hot and cold water with common spout, drink fountain, and manual control;
4. Incandescent lighting and natural lighting;
5. Windows/natural light with black-out capability;
6. Dimmer switch;
7. Lighting needs to have motion sensor to shut off when room is empty;
8. Individual heating/air conditioning controls; and
9. Individual alarm system.

X. SPECIAL REQUIREMENTS

Special requirements include:

1. Low heat, energy efficient lighting;
2. Natural lighting;
3. Surge control/spike arrestor on electrical outlets;
4. Handicapped access;
5. Individual heating/air conditioning controls; and
6. Room should maintain a flexible design. Wiring and electrical outfitting may have to be upgraded/replaced as technology changes and needs change.

Special considerations for Computer Technology:

The effective Middle School Facility needs to be flexible enough to accommodate rapid changes in technology.

Standard items needed in each room of the building, with the exception of restrooms and custodial storage facilities are as follows:

1. Anti-static floor and wall coverings,
   Anti-static furniture;
2. Dust-free environment;
3. Minimum of 4 - 8-pin modular jacks, ISDN compliant, voice and data capable; jacks may be contained in 2 face plates of 2 jacks each or 1 faceplate containing 4 jacks;
4. Network substations or closets to house all equipment and wiring for site networks;

5. Sensor for lights (on/off) placed in center ceiling area of room;
6. Three light switches - 1 switch controlling one-half lights, 2nd switch controlling other half lights, 3rd switch controlling 1 fixture;
7. Tinted windows should be 4 1/2' above floor level;
8. Standard ceiling height equal to 9'; and
9. Video monitor outlets, outlets that will enable additional technologies to be "plugged-in" and networked.

XI. STORAGE

Storage needed for the computer education facility is as follows:

1. Teacher workstation with file cabinet and presentation area located within the center of the classroom at the head of the large group instruction area, to include 1 computer, overhead, hi-resolution LCD panel, and easy access to projector, monitor, and overhead screen controls - also needs storage/presentation area for current laser disc technology, CD-ROM, vcr, and other technologies that may become current/available; storage needed for files, LCD unit, disks, and overhead;
2. 4' x 6' x 30" portable cabinet for storage - 1 per teacher - 2 teachers (YRE);
3. Locking wall cabinets with doors over workstations - 2 walls, 3 shelves - 30"(h) x 18"(d) x 40 linear feet;

Storage needed for computer storage area and teacher work area includes:

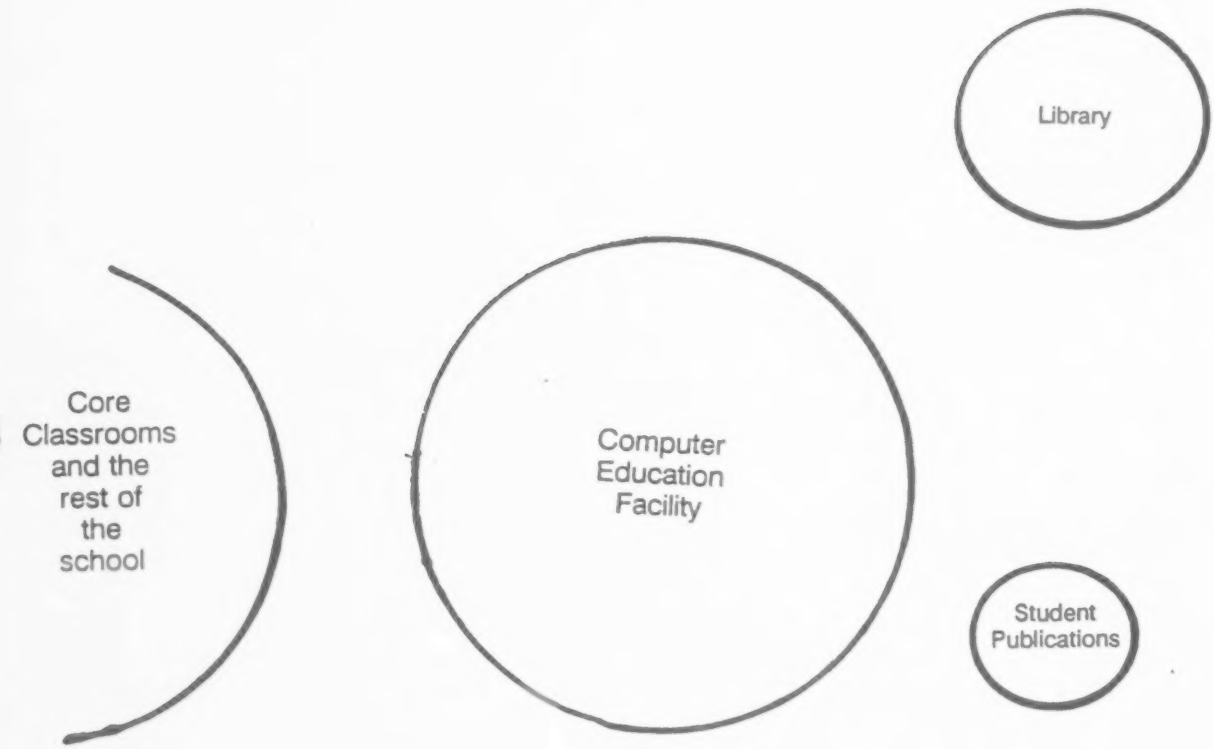
1. Storage for 2 - 4' x 6' x 30" portable cabinets;
2. Floor to ceiling equipment storage cabinets (deep) - keyed;
3. 2 - 4 drawer or 4 - 2 drawer keyed file cabinets;
4. Countertop/desk area on one wall - typing-level appropriate for computer - monitor needs to be on adjustable platform - room for two individuals.

XII. ENROLLMENT

There will be 28-35 users in the classroom.

ORIENTATION AND RELATIONSHIPS

COMPUTER EDUCATION



LIBRARY MEDIA CENTER

I. INTRODUCTION

The library media center will be a centrally located, stimulating area designed to serve the needs of large groups, small groups and individuals. It will house a variety of print and non-print materials which will be available to students, teacher, and the community during and beyond regular school hours. It will also contain master controls for closed circuit TV (video) transmission to all other areas of the school. It will also have capabilities for computer networking for voice and data.

II. CURRICULUM TO BE TAUGHT

The library media center exists to extend and enhance learning in all areas of the school curriculum. In addition, specific skills in research and library usage will be taught in small and large group settings within the library.

III. EDUCATIONAL OUTCOMES

Students will acquire knowledge and experience in using library media and research skills. Individuals will develop habits that lead to life-long reading and inquiry. The professional library will afford the staff professional growth opportunities and materials to enhance teaching.

IV. DISCERNIBLE TRENDS

The media center of the future will need to house and circulate traditional print and non-print materials while transitioning to newer information-handling technologies including, but not limited to computerized circulation, microfiche storage, CD and other systems, as well as the ability to computer interface with voice and data with district, city, state and national media and data base centers.

V. TEACHING AND LEARNING ACTIVITIES

The media center will be broken into six areas for the remainder of the categories in order to identify specific needs within each area:

1. Circulation area;
2. Main area;
3. Conference rooms;
4. Library office/workroom/storage;
5. A/V equipment room; and
6. Teacher resource room.

Learning activities will be performed by students, staff and other library users. Teaching activities will be performed by the librarian, teachers, clerks and volunteers.

Circulation area

Students will:

1. Check out and return materials;
2. Utilize card catalog (manual and electronic);

Teachers will:

1. Check materials in and out;
2. Process reserve books, periodical requests; and
3. Assist in card catalog usage.

Main area

Students will participate in:

1. Large group instruction-listening/viewing/reading/browsing;
2. Individual reading, listening, viewing, and research in quiet study area (carrels, comfy reading, computers);

Teachers will:

1. Assist in location and selection of materials;
2. Shelve new and returned materials;
3. Give instruction in library skills; and
4. Supervise students.

Conference rooms

Students will:

1. Have small group instruction-listening/viewing;

Teachers will be:

1. Instructing;
2. Media use facilitator; and
3. Supervising.

Office

The teachers will be:

1. Scheduling library use;
2. Order print and non-print materials;
3. Receive print and non-print materials;
4. Process overdue notices; and
5. Maintain shelf list/accession files.

Workroom

Teachers will:

1. Process new materials for circulation (classify, catalog label, etc.); and
2. Cover books, repair books.

Storage Area

Teachers will:

1. Store and retrieve back issues of periodicals; and
2. Store and retrieve prints, posters, and other non-a/v materials.

A/V equipment room

Teachers will:

1. Store and retrieve A/V materials; and
2. Operate master control for school-wide closed-circuit TV (video).

Teacher resource room (professional library)

Teachers will:

1. Do reading/research;
2. Preview A/V materials; and
3. Use computer/interactive video.

VI. ORIENTATION AND RELATIONSHIPS

The media center should be centrally located on the campus with its own access to the outside (for community use during non-school hours). It should be in close proximity to the core teaching classrooms, workrooms and restrooms. Covered walkways should link the library to classrooms and other facilities, if not under a common roof, in order to minimize weather damage to materials, equipment, and students in transit.

VII. INTERNAL TRAFFIC

Internal traffic policies in the various areas are indicated below:

1. Circulation area should be close to main entrance and exit - allow for easy access/exit without congesting circulation desk;
2. Design of main area should allow students to browse through shelved collection and have access to circulation area without disturbing individuals in computer/carrel area of quiet study (quiet study area should be farther away from circulation desk);
3. Library office and workroom/storage should be close to circulation desk; and
4. A/V storage and teacher resource room should have separate entrance(s) that lead to close proximity of a teacher workroom.

VIII. FURNITURE AND EQUIPMENT

Circulation area

1. Master control panel for lighting in main circulation and conference room(s) area;
2. Card catalog for 100,000 cards (min.);
3. Rolling book carts (min. 3);
4. Student coat racks or hooks for 10;
5. 6' high shelving for reserve books - wood, adjustable;
6. Circulation counter/charging desk to accommodate 2 computers, printer, scanner, tape backup;
7. Durable floor mat for entrance;
8. 4 - 8-pin modular jacks, ISDN compatible, voice and data;
9. Modem;
10. 2 dot matrix printers; and
11. Tackable wall surface or bulletin board at least 4' x 8'.

Main area

1. 5-6 library reading tables (adult size);
2. 30 stackable chairs;
3. 4 double-sided study carrels (or 8 individual) with chairs - equipped for audio and computer hook-up (at least 1 designed for handicapped);
4. Computer stations and chairs (4-5);
5. Magazine rack;
6. Newspaper rack;
7. 4 comfy reading chairs (min);
8. Retractable screen;
9. Dictionary stand;
10. Slope-top index table (for Reader's Guide to Periodical Literature);
11. Clock;
12. Shelving (very roughly estimated based on ALA standards for school media centers);
    - 15 double faced hardwood book cases 4' long x 60.5" high with 4 each 12" deep adjustable shelves;
    - 140 linear feet of wall shelving - 84" overall height with 6 each 12" deep adjustable shelves;
13. 4 - 8-pin modular jacks, ISDN compatible, voice and data;
14. 5 dot matrix printers;
15. Modem; and
16. Tackable wall surface or 3 bulletin boards at least 4' x 8'.

Conference rooms

1. 2 conference tables;
2. 20 stackable chairs;
3. 2 retractable wall screens;
4. 2 dry erase boards;
5. Sliding accordion (bottom and top track) panels between the 2 small conference rooms and into main area (see attached drawing);
6. Tackable wall surface or one 4' x 8' bulletin board; and
7. 4 - 8-pin modular jack, ISDN compatible, voice and data.

Office

1. Desk and chair;
2. Standard 4 drawer file cabinet;
3. Typewriter and stand with chair;
4. Clock;
5. Lockable coat closet/cabinet for personal belongings;
6. Card catalog to hold 20,000 shelf list cards;
7. Computer;
8. Dot matrix printer;
9. 4 - 8-pin modular jack, ISDN compatible, voice and data;
10. Telephone;
11. Modem;
12. Scanner; and
13. Tackable wall surface or bulletin board 4' x 8'.

Workroom:

1. Sink with hot and cold water;
2. Soap dispenser;
3. Paper towel dispenser;
4. Work table with washable surface(glue, etc./formica top on laminated wood);
5. 4-shelf steel storage cabinet for supplies; and
6. Tackable wall surface or bulletin board 4' x 8'.

Storage:

1. Shelving for periodicals (back issues);
   6' high x 4' wide adjustable metal shelves - 12" deep; and
2. 5 drawer flat file (for maps, prints) 16 x 40.5 x 27.5.

A/V equipment storage: (should have a separate locking door into the library)

1. 3 slide projectors;
2. 2 16mm film projectors;
3. 2 CD players;

4. 2 filmstrip projectors;
5. 3 A/V rolling carts;
6. Shelving - 6'w x 2'd x 4'h;
7. 4 cassette players with headphones;
8. Modular A/V media storage shelves (film, video, records, cassettes, CD);
9. Opaque projector;
10. Microfiche and microfilm equipment; and
11. TV with VCR on cart.

Teacher resource room (professional library)

1. Adult (standard) table;
2. 4 chairs;
3. 1-2 comfy reading chairs;
4. Computer work station with computer and printer;
5. TV and VCR;
6. Retractable screen;
7. Adjustable bookshelf - 84"h x 48"w x 12"d metal or wood; and
8. 4 - 8-pin modular jack, ISDN compatible, voice & data.

IX. UTILITIES

A central control panel located at the circulation desk is needed to control lights by area. Separate controls are needed in each of the following areas:

1. Main area;
2. Circulation area - with dimmer switch for intensity;
3. Conference rooms;
4. Office;
5. Workroom, unless designed as one room;
6. A/V storage; and
7. Teacher resource room.

Each of the above, with the exception of the main area, should have a wall outlet every 6' on each wall. The main area should have one outlet for each 12' of perimeter wall (talking care where possible not to cover with shelving). The following are special requirements by area:

1. Each conference room should have TV and audio hook-up; and
2. Teacher resource room should have TV and audio hook-up.

The workroom needs a sink with hot and cold water and drinking fountain.

X. SPECIAL REQUIREMENTS

The following special requirements are needed:

1. Anti-static, long-wearing carpet (don't want to have to move the shelving to replace the carpet often);
2. Wall and ceiling coverings that absorb inside noise and mute outside noise;
3. Non-opening windows around perimeter walls above 7' so not obscured by book shelves;
4. Anti-theft device at main entrance (separate entrance/exit doors);
5. High quality fixed carpet runner mat from entrance through high-traffic circulation area;
6. Handicap access into the building and wheelchair mobility within the building;
7. Separate heating/ac control;
8. Fire alarm; and
9. Security alarm.

XI. STORAGE

Addressed in various areas under furniture and equipment.

XII. ENROLLMENT

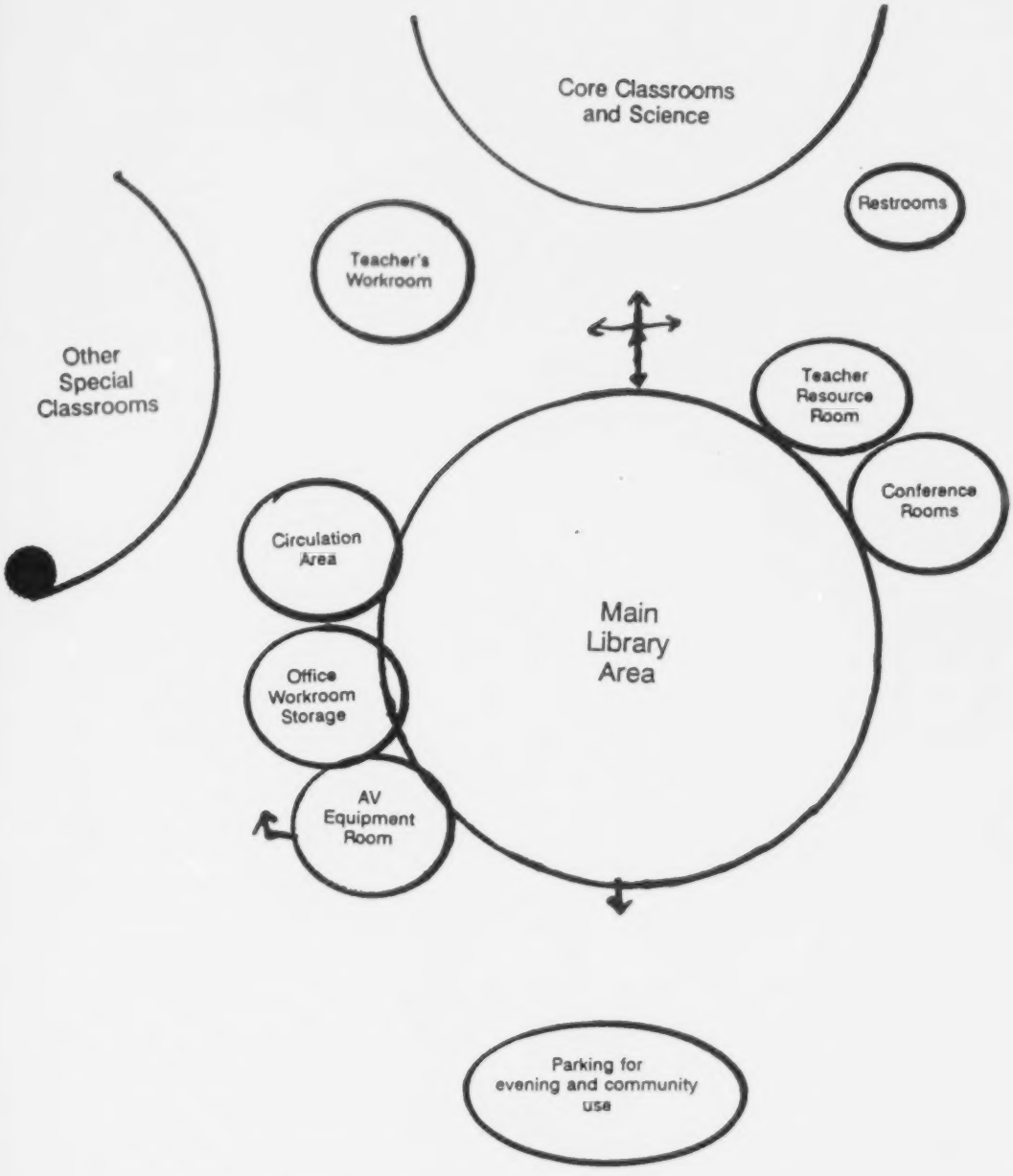
Maximum by area:

1. Main: 50
2. Conference room(s): 20
3. Circulation: 8-10
4. Office/work area/storage: 2-3
5. Teacher resource room: 2-3
6. A/V equipment room: 1-2

TOTAL: 90-95

ORIENTATION AND RELATIONSHIPS

LIBRARY



PHYSICAL EDUCATION - GYM

I. INTRODUCTION

The gym will be used for a variety of purposes. The main function is to house physical education programs, school sports, rallies, P.T.A. fund raisers, community meetings, intramural activities. The gym will also be used for adult recreational activities as provided by the appropriate parks and recreation department. The warming snack bar associated with the gym is used for heating and cooling foods at various events.

II. CURRICULUM TO BE TAUGHT

The curriculum areas served by the gymnasium includes:

1. Basketball;
2. Volleyball;
3. Tumbling;
4. Badminton;
5. Physical Fitness;
6. Various indoor games;
7. Intramural activities;
8. Extra-curricular activities (cheerleading);
9. Wrestling; and
10. Weight lifting.

III. EDUCATIONAL OUTCOMES

The expected educational outcomes for all students are as follows:

1. Participation in various athletic activities;
2. Development of appropriate social behavior during planned physical activity;
3. Maintenance of a high level of physical fitness;
4. Development of a positive self image; and
5. Development and improvement of motor skills.

IV. DISCERNIBLE TRENDS

There is an increased need and use of P.E. facilities by all students and by the community. The gymnasium will be used for all indoor P.E. activities, emergency shelter, and community use by the park and recreation department.

V. TEACHING AND LEARNING ACTIVITIES

The following activities will take place in the gym:

1. Basketball;
2. Volleyball;
3. Tumbling;
4. Badminton;
5. Physical Fitness;
6. Various indoor games;
7. Wrestling; and
8. Multicultural games; and
9. Physical fitness.

VI. ORIENTATION AND RELATIONSHIPS

The gym should include inside bathrooms that can be accessed from inside or out. It should include two drinking fountains to be installed in the covered lobby area. The weight room will be located at the rear of the gym, and centrally located for easy access of girls and boys.

The gym should be located on one side of quad open space. Front entrance and lobby must face quad (see Oakmont High School). Bathrooms must be located facing quad for courtyard use and also be accessible from the locker room.

The lobby will be an extended over-hang area facing courtyard. The lobby area will be enclosed by an attractive rod iron fencing with concrete pillars. Lobby must contain snackbar for campus use as well as game concessions. Snackbar needs drive-up access and service entrance. It must also contain a ticket booth.

Locker rooms must be on sides of gym, one girls and one boys. Locker rooms must also have direct access to quad other than through the bathrooms. Students must have accessibility to restrooms and to the gym directly as well as to hand court and playfield areas. Adequate drinking fountains in both locker rooms. Bathrooms in locker room area will be separate from those in lobby area.

The two bathrooms will also be part of covered lobby area. Gym should be situated close to main parking area, with back of gym having easy access to hand court and turf areas to include track. Snackbar will be separated with a wall from the interior of the gym. Locker room must contain coaches' room with elevated floor in order to be able to observe/supervise gym and entire locker room area. Window must be installed in such a way as to meet this need.

Each locker room shall contain 100 street clothes lockers and 550 gym gear lockers. Locker rooms must be large enough to house approximately 40 students at one time.

Storage room is needed at one end of the gym (see Crocker Middle School in Hillsborough). Storage will be under the raised coaches' office with four to six compartments.

VII. INTERNAL TRAFFIC

The main floor bleachers will seat 500 people. When bleachers are extended, there will be room for a 50' x 90' basketball court. There will be six foot clearance sidelines to bleachers and on the opposite side. Twelve foot clearance from baseline to wall on both ends of the court. Adequate doors are necessary for fire accessibility. Classes of students will enter and exit gym periodically for P.E. Classes. Public will park and enter gym by way of the lobby.

VIII. FURNITURE AND EQUIPMENT

Furniture and Equipment needed are as follows:

1. Two glass rectangular main court backboards and hoops (breakaway rims);
2. Four Fiberglass rectangular side court backboards SIDE NOTE all six backboards must be raised and lowered by direct drive electric motors;
3. Bleachers, eight rows of telescopic to seat 500 people;
4. Basketball, wrestling electric scoreboard;
5. Three volleyball (badminton standards and sets);
6. Clocks on both ends of gym covered as necessary for safety purposes;
7. Clock in snackbar and ticket booth;
8. P.A. System should be a high-powered verbal sound system. This must be able to be heard over crowd noise. Must be professionally designed product (consult with W.A.H., Sacramento);
9. Phones in coaches' offices;
10. Desk and chair in each coaches office;
11. Weight room equipment to include universal weight machine;
12. One rack of dumbbells from 2 1/2 to 50 lbs.;
13. Two Olympic free bars;
14. One seated incline bench;
15. One bench press (flat);
16. Two Olympic curl bars;
17. One preacher bench;
18. 500 lbs. of assorted weights ranging from 2 1/2 to 45 lbs.;
19. One 30 lb. medicine ball;
20. Leg curl machine;
21. One stairmaster that works upper and lower body;
22. Two lifecycles; and
23. One crunch machine.

SNACKBAR

1. Two microwave ovens;
2. Emergency battery-operated back-up lighting for whole facility;
3. Two compartment sinks 29 x 25 with one drain board and garbage disposal;
4. Ice maker - large capacity, 300 to 500 lbs.;
5. Floor drains;
6. At least five separate, three-prong electrical outlets;
7. Commercial refrigerator freezer combination;
8. Separate radiant heating unit for snackbar;
9. Storage under service counter (locking);
10. Two locking money drawers;
11. Wall storage units 5' x 8' (two) locking; and
12. Shatterproof light fixtures in snack bar and food receiving area.

TICKET BOOTH

1. Ticket booth window to access public must have pull-down metal locking window cover;
2. Locking cash drawer; and
3. 2 stools.

COACHES' OFFICES

Each office will have:

1. File cabinet;
2. Desk and chair;
3. Couch;
4. Telephone;
5. Whiteboards 4' x 8';
6. One shower;
7. Two lockers (full size);
8. Carpet, anti-static and anti-stain;
9. Computer terminal; and
10. Small refrigerator, ice. etc.

LOCKER ROOM

Each locker on each side of the gym will have:

1. 100 street clothes lockers (wire see through);
2. 550 gym gear lockers (wire see through); and
3. Two stainless steal mirrors.

BATHROOMS

Appropriate toilet, hand washing-drying, stainless steel mirrors to handle classes of 40 students.

IX. UTILITIES

SNACKBAR

1. 220 outlet for popcorn maker;
2. 110 outlet (approximately five);
3. Water plumbing for ice maker;
4. Plumbing for sink (hot and cold water);
5. Adequate heat/ventilation; and
6. Fire and security system.

GYM

1. Fire security system;
2. Lockable electrical outlets on walls, every 20 feet;
3. Drinking fountains outside in lobby area;
4. Wiring for scoreboard;
5. Wiring for speakers and P.A. system;
6. Speakers for P.A. system;
7. Heat and air conditioning controls;
8. Panel boxes for raising and lowering baskets, turning on lights; and
9. Movable doors with electric motor to divide gym in two parts at half court, i.e. Florin High School.

COACHES' OFFICES

1. Six electrical outlets per office;
2. Wiring for computer; and
3. Wiring for phone.

LOCKER ROOM

1. Wiring for lights; and
2. Hot/cold water for 15 showers in each locker room.

BATHROOMS--LOBBY AREA

1. Bathrooms in lobby area need plumbing to facilitate student body and public. The number to be served would be typical of requirements for a junior high school gym serving a school with 750 - 900 students, or 40 students at a time.

BATHROOMS--LOCKER ROOM

1. Bathrooms in locker rooms needed to accommodate girls' P.E., approximately 40 students; and
2. Bathrooms in locker rooms needed to accommodate boys' P.E., approximately 40 students.

X. SPECIAL REQUIREMENTS

1. Six sky lights evenly spaced to provide natural lighting;
2. Electrically operated motor driven separator which descends from ceiling to separate gym into two halves, i.e. Florin High School;
3. Floor must be above suspension type (i.e. Warren T. Eich, Jesuit) NO SLAB!;
4. Each locker room will contain 15 shower heads, bathrooms to accommodate P.E. classes;
5. Emergency battery operated lighting for entire gym complex;
6. All door hardware needs to be high quality (Schlage);
7. Must be air conditioned;
8. Padded walls will be behind each main basket 1 1/2" thick;
9. A carpet-like wall cover will be installed on three walls beginning 8' from floor to ceiling. This is to exclude wall bleachers (see Center High Gym);
10. No part of ceiling or device attached to ceiling to be lower than any found at Oakmont High School to facilitate volleyball, etc.;
11. Lighting will be of a type that will be no delay from switching until lights come on;
12. Air circulation is necessary under floor;
13. RECESSED PLATES necessary for volleyball and badminton standards (used as anchors), three volleyball courts for P.E., one competition court, six badminton courts, i.e. Florin H.S.;
14. Standards in ceiling for two rope climbs;
15. Two pegboard climbs different designs side by side 10' apart;
16. Entire facility must be handicap accessible and be able to accommodate an adaptive P.E. program;
17. Snack bar to contain 8' rolling windows and counter to open to lobby area;
18. Windows in coaches office must allow observation of gym floor and locker rooms;
19. Two 4' x 8' doors for weight room; and
20. One complete wall of stainless steel mirrors.

XI. STORAGE

Locking metal storage unit for P.E. and athletic equipment (box car) outside at rear gym for track equipment.

Coach Office: Locking closet (6' x 6') with bars to hang uniforms (storage under counter).

Locker Room: Covered storage units under coaching office
Locking storage units under heating unit;

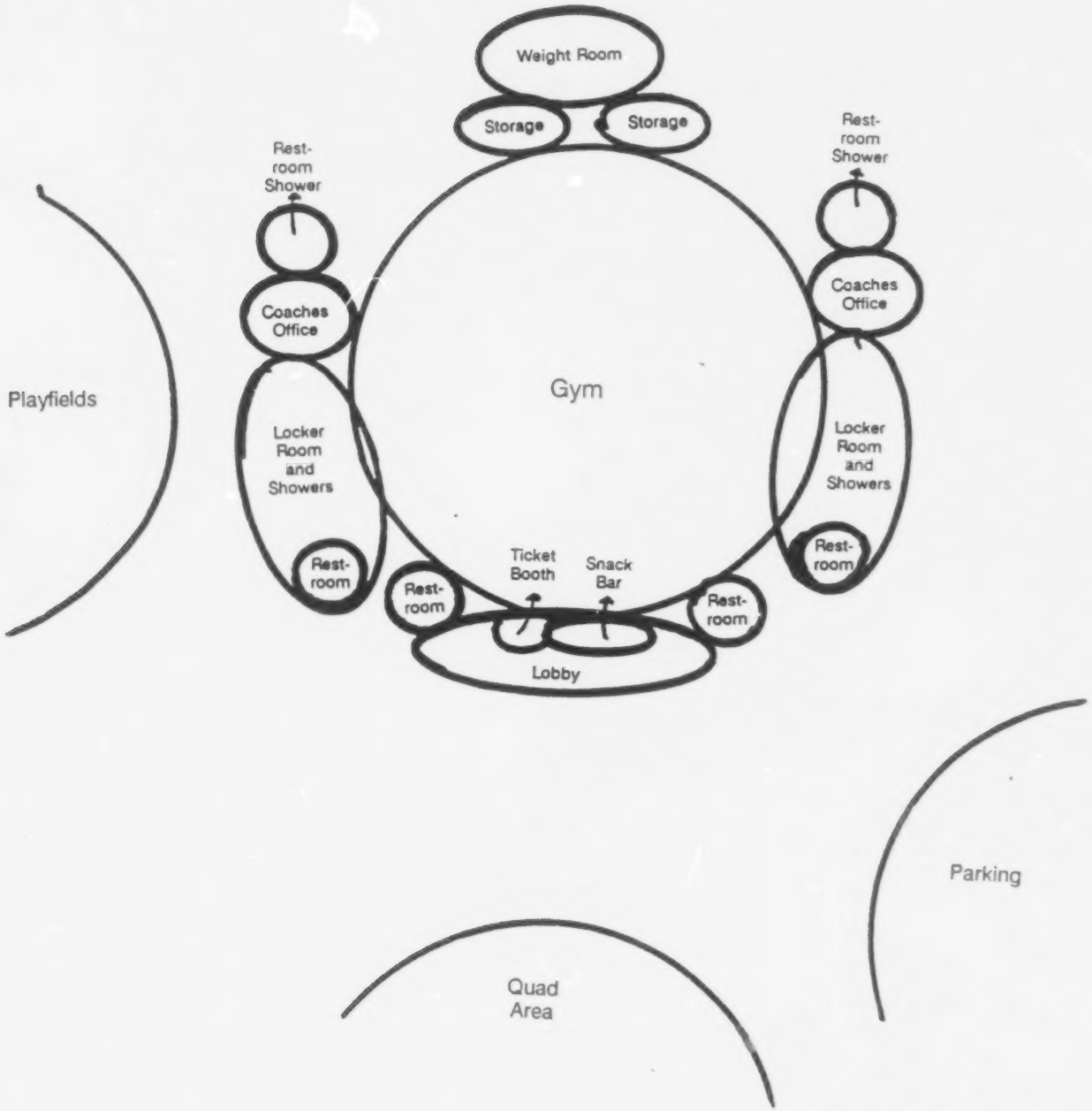
Storage will be provided on one end of gym for balls, mats, etc. Large doors will open this storage area for easy access (see Crocker Middle School, Hillsborough).

XII. ENROLLMENT

The enrollment in the gym will be two classes of 40 each or 80 students. Bleachers to seat 500.

ORIENTATION AND RELATIONSHIPS

P.E. AND GYM



PHYSICAL EDUCATION AND OUTDOOR RECREATION

I. INTRODUCTION

The physical education program will include activities for grades 6 - 8. Classes will be co-ed and taught daily. The planned gym will be utilized during inclement weather. The program will teach skills as well as provide recreational lifelong activities for the students body as well as the parks and recreation department.

II. CURRICULUM TO BE TAUGHT

The curriculum will focus on physical development and life - long activities.

III. EDUCATIONAL OUTCOMES

The students are expected to:

1. Learn physical skills as well as rules specific to sports and games;
2. Participate in team and individual activities and experiences;
3. Promote physical fitness;
4. Develop a positive attitude toward physical activity; and
5. Develop sportsmanship skills.

IV. DISCERNIBLE TRENDS

The physical education program is taught by P.E. teachers. Programs will have to be instituted to address physically handicapped students. The program will teach skills as well as life long activities.

V. TEACHING AND LEARNING ACTIVITIES

Sixth through eight grade students will be engaged in the following activities:

1. Physical fitness;
2. Badminton;
3. Volleyball;
4. Basketball;
5. Flag football;
6. Handball;
7. Tetherball;
8. Softball;
9. Soccer;
10. 4 square;
11. Jump-rope;
12. Track and field events;
13. Tennis:
14. Swimming; and
15. Various individual and group activities as directed by P.E. teachers.

VI. ORIENTATION AND RELATIONSHIPS

All outdoor hard court and turf area, including all weather track will be located behind the gym. Access from the Gym to these activity areas will be through double doors from the locker room and Gym. Hard Court area will be located right behind the Gym. Quarter mile track with grass infield will be located behind hard court area. Four baseball diamonds with the football field (120 yds. by 50 yds.) will be designed so activities will not interfere with one another. The swimming pool is to be located near hand court area with easy access from locker room. Tennis courts are located close to hand court area with easy access from locker room.

VII. INTERNAL TRAFFIC

Student traffic should move freely to playing fields and surfaced play areas without disturbing classes. Students should be able to move freely to the Gym without disturbing classes.

VIII. FURNITURE AND EQUIPMENT

Furniture and equipment needed are as follows:

1. Hard court surface to encompass 10 basketball courts and standards;
2. Hard court surface to encompass 8 handball courts with 8' x 12' backboard;
3. Hard court surface to encompass tetherball poles (eight total);
4. Hard court surface to encompass volleyball courts (eight total);
5. Hard court surface to encompass 4 square (6 total areas);
6. Hard court surface to encompass 4 tennis courts;
7. Hard court surface to encompass 25 yard pool (i.e. Oakmont High School);
8. Turf area will encompass 2 soccer fields with goals (one portable one permanent);
9. 4 Baseball fields with diamonds;
10. One football field (120 yds. by 50 yds.) w/ two goal post;
11. One quarter mile track with grass infield. (Infield to be web for soccer) (track has all-weather running surface) (with permanent lanes);
12. 50 low hurdles;
13. High jump pit;
14. Long jump and triple jump pit; and
15. Pull up bar - 6 at two different sites - varies in height (6 total).

IX. UTILITIES

1. Water fountains should be located behind Gym, near locker room doors;
2. Portable water fountains planned to attach to sprinkler system on track and activities field and irrigation system planned to water all fields (use timers).

X. SPECIAL REQUIREMENTS

Special requirements are:

1. Create natural graded shady area for spectator seating in track and field area (Plant trees as needed to keep area cool and shady);
2. Natural raised area should be grass covered (fill dirt i.e. mounds, varies in height);
3. Backstops at each baseball diamond;
4. Soccer goals on track in field are portable;
5. Other soccer field has permanent goals;
6. Team benches with seating of 20 persons at each diamond on each side of the diamond;
7. Permanent football goal posts;
8. Benches to seat 30 football players on each side on field; and
9. Irrigation systems to adequate water field areas.

XI. STORAGE

OUTSIDE STORAGE

Storage is needed for the following:

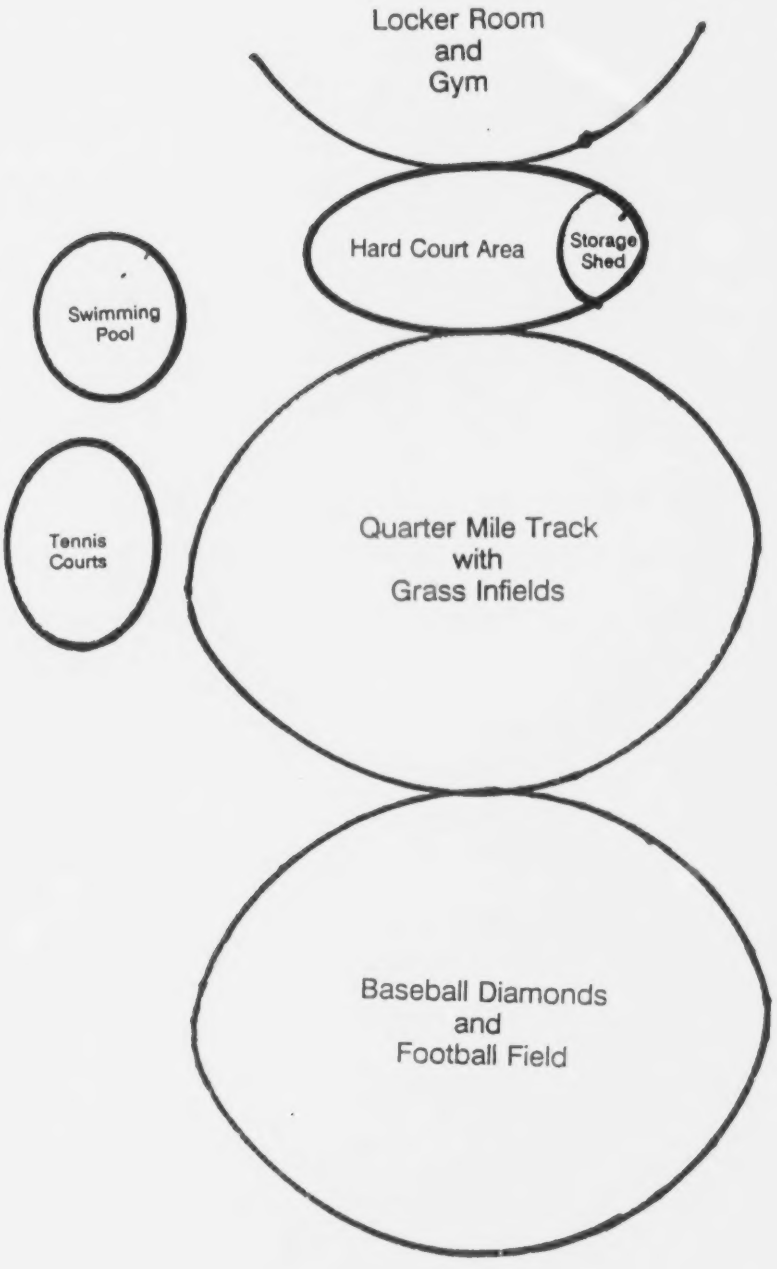
1. A storage room (type 20 x 20) to house various track and field equipment and pool equipment located behind the gym; and
2. Portable drinking fountains.

XII. ENROLLMENT

Each P.E. class will consist of 30 to 35 students. Up to nine hundred students will be utilizing the field and hand courts during the course of the day when weather conditions permit.

ORIENTATIONS AND RELATIONSHIPS

OUTDOOR P.E. AND RECREATION



14.5

OFFICE AND RECEPTION

I. INTRODUCTION

The office should provide a friendly, warm atmosphere, open and light; it should be centrally located for easy accessibility of students and public. It should be attractive and functional, thus setting the professional standards of the school.

II. CURRICULUM TO BE TAUGHT

The function is a support service to all programs and operations.

III. EDUCATIONAL OUTCOMES

Administrative offices will efficiently and professionally conduct the operation of a school business, serving the needs of student, staff, and the public.

Work space will be designed for optimum efficiency and confidentiality. The office will utilize modern technology and time-saving tools.

IV. DISCERNIBLE TRENDS

The office will be designed in such a way as to utilize new computer technology; especially in the area of data management.

The office is becoming more oriented towards the social services; therefore indicating a need to work more closely with those agencies.

V. TEACHING AND LEARNING ACTIVITIES

There will be a school secretary and two school clerks with provisions for an additional clerk as enrollment increases. Their duties will include: Typing, bookkeeping, counting and transferring money to the district office, filing, answering phones, dealing with students, staff and parents, keyboarding and other computer work, using all copy machines, maintaining student records, reception, doing student enrollments and withdrawals, student attendance, supervising waiting area for principal, vice-principal, using adding machine, filling out forms, routine office activities, lost and found, student illness/injury, opening school mail, and preparing reports, and other activities as needed.

The fourth desk, typewriter, and telephone should be included for use by student helpers until fourth clerk is hired.

VI. ORIENTATION AND RELATIONSHIPS

Reception Area:

Reception area will be located near the outside entrance. There should be windows to the outside for view of entrance area. The clerk's desk will be near the reception area. The counter will be close by the clerk's desk (ideally in front of her desk), 4' high with slots facing reception area for parent/student material (at least six slots which will accommodate 11" x 14" paper). Table and six chairs will be located near entrance for the use of the public in completing forms (this space is in addition to counter space). The dot matrix printer and scantron equipment should be located by attendance clerk's desk as well. Reception area to view entrance parking area; for receipt of parcels, mail and deliveries and to keep track of students entering and leaving school.

Secretarial Area:

Secretary's desk should be located near the Principal's Office and have view into the sick room.

Counselor's Office:

Should be located in the general administrative office area but not as part of the administration. See Counselor section.

Conference Room:

Conference Room should be located in administrative office area with access to outside and door to principal's office. The vice principal should also have access to this conference room.

VII. INTERNAL TRAFFIC

Even flow of traffic entering office to reception counter. Behind counter there should be enough space to accommodate use of copier without interfering with use of computers (at least 15 feet). Four people will need access to their desks, postage meter, student emergency cards, copier, file cabinets. Easy access must also be available to dot matrix printer and scantron (which should be placed next to clerk's desk).

VIII. FURNITURE AND EQUIPMENT

The furniture and equipment needed in the various areas in the office/reception area are as follows:

The reception area should include the following items:

1. One table with six chairs (public side);
2. Chairs to accommodate 10 people in waiting area with standing room for ten additional people;
3. Ten feet of washable counter space, 4' high, in reception area with slots on public side to accommodate 11" x 14" paper size;
4. Covered entrance/courtyard with room for tables; and
5. Durable floor mat for entrance with windows facing outside attendance clerk's desk for students.

Attendance Clerk should be located behind the counter in reception area:

1. One "L" shaped desk;
2. Counter or cabinet space for dot matrix printer and scantron;
3. Telephone with main switchboard capabilities;
4. Typewriter with spell check;
5. Computer and laser printer;
6. Adding machine;
7. Needs access to refrigerator/freezer (small unit);
8. Tackable wall space;
9. Trophy Case (glass) in reception area visible to public outside;
10. Student phone in reception area near clerk's desk; and
11. Secretarial chair.

Secretarial Station:

1. One "L" shaped desk;
2. Laser printer;
3. Computer;
4. Typewriter;
5. Fax machine;
6. Cabinet for fax machine with storage beneath;
7. Telephone on desk;
8. Forty feet of lateral file cabinets;
9. Adding machine;
10. Teacher boxes (65) made of wood to accommodate 11" x 14" paper - 2' high with adjustable shelves;
11. Marking board (at least 4' x 4') in hall or by teacher boxes;
12. Postage meter and weight machine located on cabinet with storage area beneath;
13. Book case with adjustable shelves out of wood next to desk;
14. Long-arm stapler;
15. Heavy-duty stapler;

16. Copy machine located far enough away from computers to avoid interference; (copier to sort, group, enlarge, shrink, collate, duplex) counter top next to copier for assembling, stapling, etc. (storage under - sliding door);
17. Paper cutter (on counter);
18. 10 feet of counter space with adjustable shelves for paper storage beneath--near copy machine;
19. File shelves (40) for 8 1/2" x 11" forms for teachers. (Could be placed on counter top or lateral files);
20. Coffee pot;
21. Legal size hanging folders and frames;
22. Clock;
23. School bus First Aid Kit;
24. Trash cans (3);
25. Fire extinguisher;
26. Foldable stretcher;
27. Lighting suitable for computer use;
28. Secretarial chair;
29. Microwave; and
30. Blinds for windows.

Third secretarial area:

1. Third desk for use of clerk located near attendance clerk;
2. Telephone;
3. Typewriter;
4. Computer;
5. Secretary chair;
6. NOTE: All walls are to be of tackable material;
7. All carpeting anti-static;
8. Electric pencil sharpener;
9. Gestetner and scanner; and
10. Three-hole punch.

Student Helper work area for one or two students:

1. Desk (fourth);
2. Telephone;
3. Typewriter; and
4. Secretary chair.

Storage Room:

1. Storage room must accommodate wooden shelves which will hold boxes holding 8 boxes of 10 reams each; 15" x 48" (four shelves) per wall;
2. Three four-drawer file cabinets; and
3. Must have light in room.

Detention Time-Out Rooms (adjacent to Vice Principal):

1. Two student desks;
2. Two student chairs;
3. Non-carpeted; and
4. Glass window for observation (safety glass).

Sick Room:

1. Two cots (collapsible);
2. Carpeted;
3. Adjustable shelves on walls for extra storage of printed materials (18" deep, 5' tall, 4' wide); and
4. Glass windows (safety glass) with pull down shade, to view sick room should begin three feet from floor on side facing secretarial desks.

Restrooms:

1. Two restrooms with easy access to all administrative offices, men (unisex), women only;
2. Hot and cold water;
3. Mirror;
4. Storage cabinet inside, floor to ceiling with doors, shelves;
5. Paper towel cabinets;
6. Sanitary napkin disposal;
7. Adequate ventilation and lighting;
8. Sink; and
9. Push-in type faucets.

Sink Area:

1. Built-in sink with hot and cold water should be available, built in a cabinet 8' long with storage above and below. Should be located in a separate area outside the restroom area;
2. Cabinet should have drawers (three or four) for bandaids, pins, thermometer, etc.;
3. A chair should be provided;
4. Eye-wash station on wall above sink; and
5. Push-type faucets.

Storage Closet:

1. Closet 7' high, 8' long, 3' deep apart from storage room (this is for letterhead, envelopes, correction tape, pencils, pens, and at least 6 adjustable wooden shelves) with bi-fold doors; and
2. Closet for Hanging Ten Coats and personal belongings (shelf above).

Vault:

1. Walk-in Fire-proof vault for permanent records to be located in office area with easy access to administrative offices.

IX. UTILITIES

The utilities required are as follows:

1. Built-in sink in hall outside sick room with hot/cold water--storage beneath;
2. Two restroom facilities with hot and cold water;
3. Electrical outlets every 6 feet on all walls and in floor near work stations with waterproof protectors as needed;
4. Telephone system/switchboard;
5. Audio/video intercom (paging system) two-way;
6. Computer network (linking principal, vice principal, counselor, all clerical staff, district office, and neighbor schools);
7. Heating/air conditioning with central controls;
8. Security system including fire alarms, fire equipment controlled and accessed to the complete building;
9. Water cooler;
10. Lighted trophy case; and
11. Four 8-pin modular jacks with voice and data capabilities, ISDN compliant.

X. SPECIAL REQUIREMENTS

Special requirements are as follows:

1. Two restrooms with hot/cold water, mirror in office area with access to other administrative offices;
2. Cabinet with sink with hot and cold water and storage above and below counter area with drawers (approx. 8 feet long) to be located by restroom;
3. Principal's secretary to be located right outside his/her office with view of sick room;
4. School clerk desk closer to entrance, reception area;
5. Window of office should provide view of parking area and of students entering office;
6. Lighting should include natural as well as artificial;
7. Telephone with separate line for emergency use or power outage near secretary's desk; and
8. Flag pole (flag at entrance - Californian and American)

XI. STORAGE AREA

Storage closet for office supplies with adjustable shelves to ceiling, double door size (7' x 8' wide, 3' deep).

Storage Room with wider than average door to accommodate transferring of boxes of ream-size paper (9" x 12").

See Equipment and Furniture.

XII. ENROLLMENT

Principal's Office:
One

Vice Principal:
One

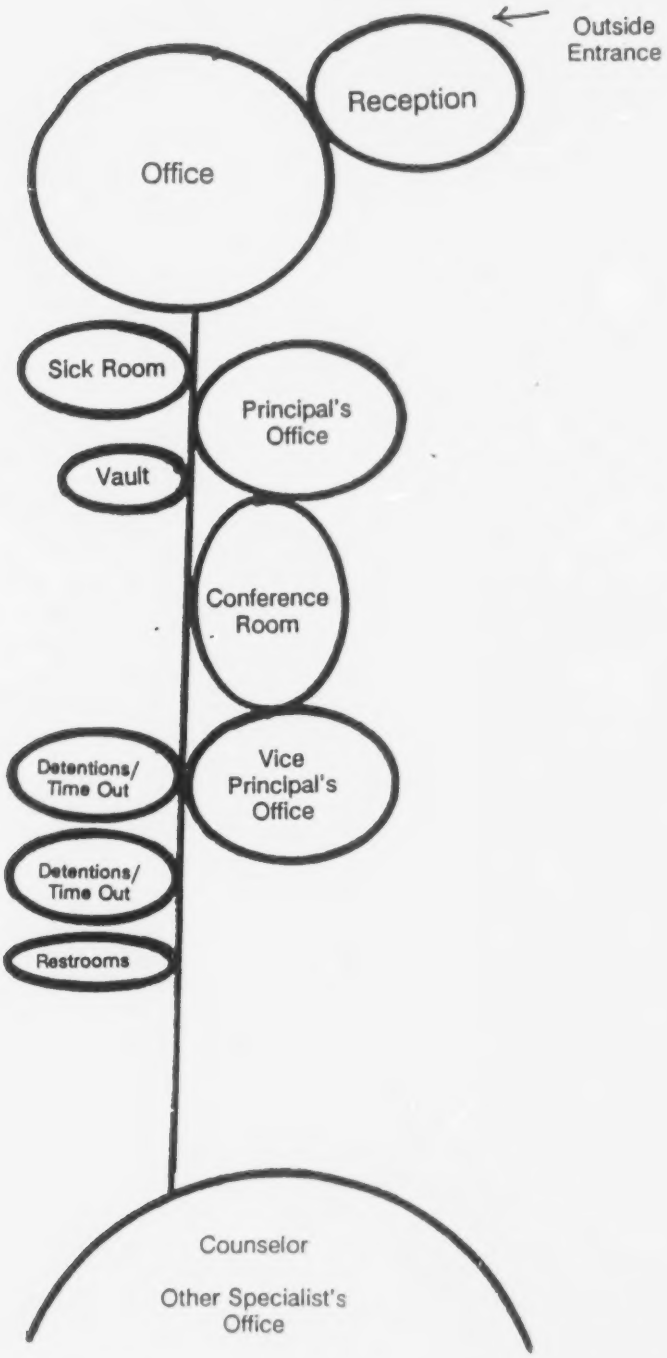
Secretary, Attendance Clerk, Clerk, Student Helpers:
Three

Counselors:
Two

Reception Area:
25 people

ORIENTATION AND RELATIONSHIPS

OFFICE AND RECEPTION



15.9

ADMINISTRATIVE OFFICES

I. INTRODUCTION

The principal's office serves as an indicator of the leadership style used in the school. It should be flexible enough to accommodate different styles of management. It needs to present a professional atmosphere with planned use of space to accommodate individual as well as small (up to eight) conferences. It should have direct access to the front office outside and a large conference room. Privacy is important and security is a must.

The vice-principal assists the principal in providing leadership and management functions to serve students, teachers, staff and community members.

II. CURRICULUM TO BE TAUGHT

The function of administration is to provide leadership for the school community as well as provide support service for students, teachers, staff, and the community at large.

III. EDUCATIONAL OUTCOMES

The principal's office should be designed as a working office. The office should accommodate both students and adults. This will also require the ability to conduct confidential conversations. The application of modern technology and information distribution should be well developed in the office plan.

IV. DISCERNIBLE TRENDS

The principal is the instructional teacher of the school. The operation of the principal's office shall be business efficient to allow the principal to be effective in meeting the requirements placed on him/her. The school will serve as a community resource for longer hours than the school day and more days than the school year. Security of the principal's office is a major consideration.

The vice-principal's role will become more specialized as the school and district grows. The vice-principal will act in the place of the principal when necessary.

V. TEACHING AND LEARNING ACTIVITIES

1. Meeting with students, staff, and community members;
2. Meeting with representative groups, P.T.A., School Site Council, Leadership Team, etc.;
3. Writing;
4. Organizing;
5. Technical Communications;
6. Evaluating program and personnel;
7. Student/School Management (Discipline and Positive Rewards);
8. Completing reports;
9. Working with curriculum and instructional personnel; and
10. Carrying out the business operations of the school.

VI. ORIENTATION AND RELATIONSHIPS

The principal's office should be close to the vice-principal's office, counselor's room, and the school secretary's desk. It will be adjacent to a conference room. It will have a door for immediate outside access, somewhat removed from public access. It should have excellent light, both artificial as well as natural.

VII. INTERNAL TRAFFIC

The principal and vice-principal should be able to move around the office suite with a minimum amount of staff disturbance.

The principal should have direct access to the school secretary, vice principal, and school counselor. The larger conference room should be accessible.

VIII. FURNITURE AND EQUIPMENT

Principal's Office:

The Principal's office will include the following:

1. Desk and chair;
2. Credenza--with file storage available;
3. Book shelves, at least A LOT, 10 feet x 7 feet high, with adjustable shelves;
4. Conference table with soft chairs for at least six people;
5. Two student chairs;
6. Telephone;
7. T.V./Audio Intercom;
8. Computer Station for CPU Monitor/Printer, scanner and modem;
9. Window covering--durable and attractive;
10. Anti-static carpeting;
11. Chalkless writing surface (4 x 8);
12. Over-head lighting with natural and artificial lighting concentrated on work areas;
13. Clock; and
14. Tackable walls (all).

Vice Principal's Office:

The vice principal's office will include the same furniture and equipment as the principal's office except for a conference table. However, several chairs should be available for person to person conferences with student, teacher, and parent.

IX. UTILITIES

The utilities in the principal's and vice principal's office are as follows:

1. Electrical outlets every six feet at study height;
2. Telephone line dedicated and office access;
3. Security system;
4. Audio/Video communication;
5. Electric outlet for computer station, non-visible; and
6. Computer line for voice and data.

X. SPECIAL REQUIREMENTS

Special requirements in the principal and vice principal's office are:

1. Tackable wall surfaces;
2. Sound proofing;
3. Window facing outside social area;
4. Quiet heating/air conditioning; and
5. Fire security system.

XI. STORAGE

The vice-principal's office should have storage for coats and supplies (4' x 7' x 3').

See Furniture and Equipment.

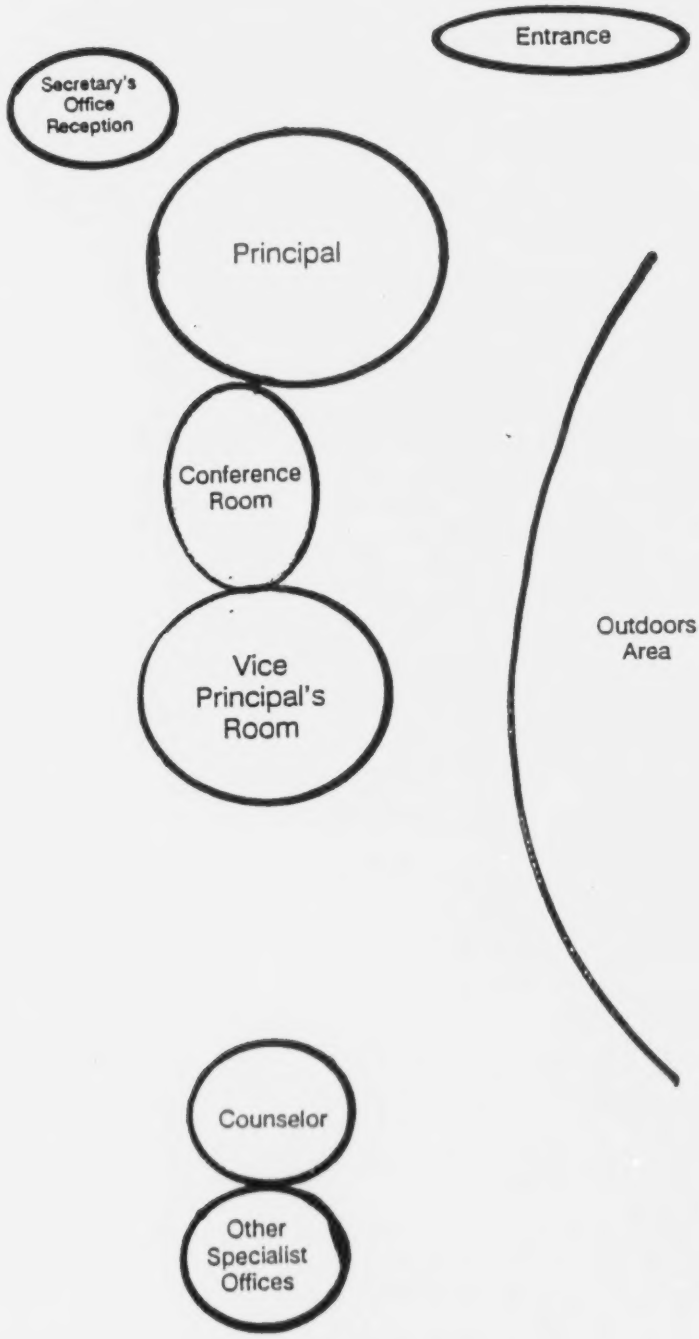
XII. ENROLLMENT

The office should accommodate at least six people at a conference table and four people at the principal's desk.

The vice-principal's office should hold at least four people (students or adults).

ORIENTATION AND RELATIONSHIPS

ADMINISTRATOR'S OFFICES



16.5

CONFERENCE ROOM

I. INTRODUCTION

A businesslike atmosphere is needed for conducting small group meetings within the school. A well-lit, functional room is required for such meetings. A variety of needs require such a room, to be used at the discretion of the administrator.

II. CURRICULUM TO BE TAUGHT

The curriculum includes staff development and administrative meetings.

III. EDUCATIONAL OUTCOMES

Outcomes are to provide an area where communication can occur and information can be exchanged among small groups of people.

IV. DISCERNIBLE TRENDS

There is often need at school sites for the administrator to meet with small groups or conduct business with a group of more than 4 or 5 persons. The trend is to conduct these meetings in as business like an atmosphere as possible with a full compliment of technical equipment readily available.

V. TEACHING AND LEARNING ACTIVITIES

This room shall be available to staff, at administrative discretion, for such things as:

1. Parent conferences;
2. Teacher interviews;
3. PTA Board meetings;
4. Leadership team meetings;
5. IEP meetings;
6. Grade level meetings;
7. Student study team meetings; and
8. Misc. small group meetings.

The use of this room is intended to be flexible and not limited to this listing.

VI. ORIENTATION AND RELATIONSHIPS

This room should be within the main office, adjacent to the principal's office and connected to it by a door. It should also have a door to the main office. This room should have large bay-type view windows.

VII. INTERNAL TRAFFIC

The room should allow for comfortable flow of traffic around an oval or rectangular table, comfortable seating, and visual access to screens and boards.

VIII. FURNITURE AND EQUIPMENT

The room should be furnished with:

1. A large oval or rectangular conference table for 12 people;
2. Twelve(12) conference type chairs with rollers;
3. Telephone table;
4. One sink and connecting counter at least 4 feet long;
5. Four foot counter with kitchen cabinet type storage above and below counter;

Equipment shall include:

1. A white board (recessed into a wall-can be opened or closed) approx. 4 x 6 ft.;
2. A pull-down screen;
3. Over head projector;
4. Slide projector;
5. Telephone with intercom;
6. Room darkening shades;
7. Coffee machine or maker;
8. VCR;
9. Television (wall mounted); and
10. Clock.

IX. UTILITIES

Utilities shall include electrical outlets on all walls at 6 foot intervals and adjacent to the ends of the table for audio-visual equipment; a telephone jack; GFI electrical outlet at the counter; thermostat, heating and air conditioning control; sink with hot and cold water; appropriate wiring for clock, television and other audio-visual equipment.

X. SPECIAL REQUIREMENTS

This room needs as much natural light as possible. The ability to darken this room is also necessary. It needs to be adjacent to the principal's office.

XI. STORAGE

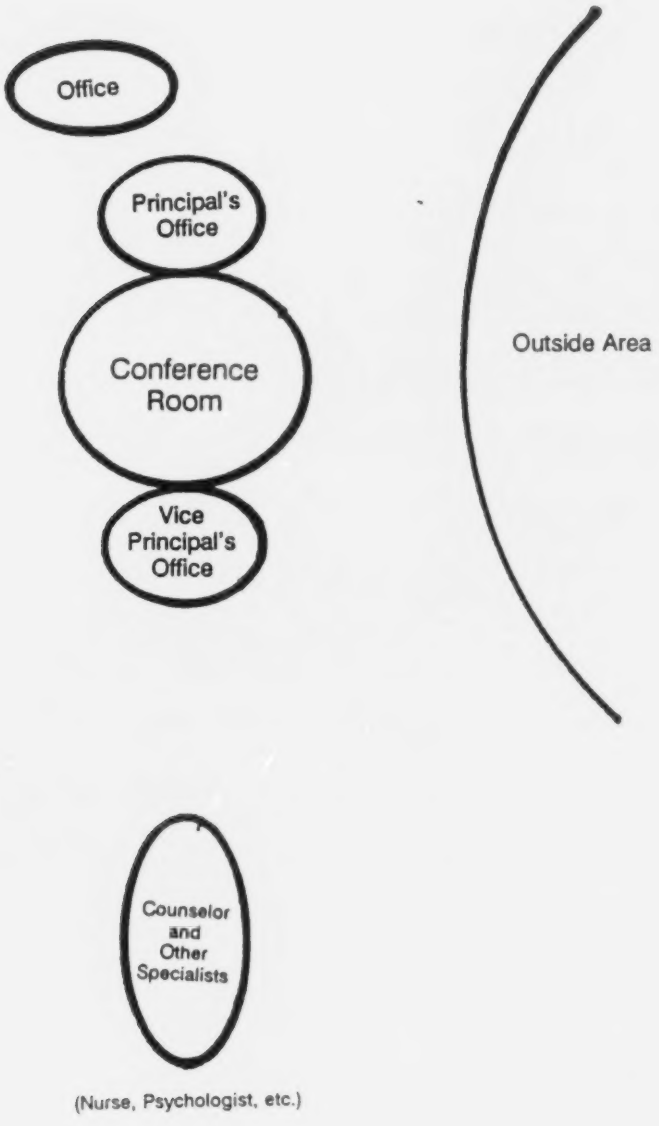
Overhead kitchen-type cupboards are above the sink and counter. Drawers and cupboards are under the sink and counter top.

XII. ENROLLMENT

This room will accommodate at least twelve adults and various audio-visual equipment.

ORIENTATION AND RELATIONSHIPS

CONFERENCE ROOM



COUNSELOR AND HOME BASE ROOMS

I. INTRODUCTION

The Counselor's Office is a student-centered office. It must be inviting, comfortable, and non-threatening. The atmosphere must lend itself to a feeling of trust and confidentiality. Students should have free access to the office itself, but within the office there should be complete privacy. There should be room for at least two counselors.

II. CURRICULUM TO BE TAUGHT

The function of counseling is problem solving and guidance. The counselor is an advocate for students and acts as a liaison between students, teachers, staff, parents, and the community.

III. EDUCATIONAL OUTCOMES

The counselor's office should be designed as a place for effective, open communication with students, teachers, staff, parents, and the community. Outcomes should include: Problem solving, communications and listening skills, inter-personal and group skills, conflict resolution, stress management, chemical dependency education and guidance, career and goal setting.

IV. DISCERNIBLE TRENDS

The counselor is the student advocate and problem solver. Their primary goal is to assist students in taking responsibility for themselves and understanding the consequences of their choices. If current trends in the disintegration of the family unit continue, it will fall on the counseling office to help provide more education in life skills, parent/step-parent education, coping, and stress management skills.

V. TEACHING AND LEARNING ACTIVITIES

The activities will include:

1. Problem solving with students, staff, and parents;
2. Group counseling;
3. Individual counseling;
4. Career guidance;
5. Referral to and coordination of outside agencies;
6. Peer counseling class; and
7. Peer tutorial.

ORIENTATION AND RELATIONSHIPS

The counselor's office will be the first office of access to students. It will have a door with a window (with a shade) and a basket for student messages. A second door will enter into a counseling room that in turn will have a door with outside access. The counselor's office should be sound proof and have a window (with a shade) that looks out on the school yard.

VII. INTERNAL TRAFFIC

Ease of access is imperative for all students, teachers, staff, and parents. The counseling room should be connected to an office, but separated by a doorway.

VIII. FURNITURE AND EQUIPMENT

The counselor's office should have:

1. One corner couches;
2. Countertop desk and chair;
3. 10 x 7 Bookshelf with adjustable shelves;
4. Lockable file cabinet;
5. Lockable cabinet;
6. Phone;
7. Linked computer system with printer and word processing capabilities;
8. Blinds for door and window;
9. Anti-static carpet;
10. Over-head lighting;
11. Trash can;
12. Clock;
13. Plants;
14. Tackable wall board on all surfaces;
15. Tape recorder;
16. Intercom; and
17. Two sitting chairs opposite the couch.

*The counseling room should have:

1. 4 conference tables and 24 chairs (for conferences, peer counseling class, peer tutoring, appropriate testing);
2. One wall countertop with bookshelves below;
3. 4 x 8 chalkless writing surface;
4. Blinds for windows;
5. Anti-static carpet;
6. Over-head lighting;
7. Trash can;
8. Clock;
9. Plants;
10. Tackable Wall Board on All Surfaces;
11. Intercom;
12. Wall-mounted VCR and TV, cable wired;
13. Pencil Sharpener;
14. Projection Screen;
15. Speaker's Podium; and
16. Over-head Projector.

IX. UTILITIES

Utilities required are:

1. Electrical outlets every six feet on walls;
2. Telephone, including computer line and fax in counselor's office; and
3. TV Cable in Counselor's Room.

X. SPECIAL REQUIREMENTS

1. Sound-proof walls in Counselor's Office;
2. Natural light; and
3. Outside entrance from the counseling room.

XI. STORAGE

1. Two bookshelves 10 x 7;
2. Lockable file cabinet;
3. Lockable cabinet (hold 12 cases of paper); and
4. Closet in Counselor's Office for personal effects.

XII. ENROLLMENT

The Counselor's Office should comfortably seat six people. The counseling room should be flexible enough to instruct 24 in a peer counseling class and accommodate 12 in a circle group.

ORIENTATION AND RELATIONSHIPS

COUNSELING OFFICES

DESIGNATED INSTRUCTIONAL SERVICES (DIS)

I. INTRODUCTION

This center should be located in the administrative complex but removed from the disciplinary actions, i.e. vice principal, principal's office, and would have the following professionals: school psychologist, nurse, language, speech and hearing specialist and other designated instructional service personnel, such as a visually handicapped teacher, hard of hearing teacher, etc.

This center will consist of 3 large rooms (each 200 square feet) and 2 smaller offices (each 8 ft by 10 ft). Each of the five rooms will have its own entrance. These five rooms will include:

1. Psychologist's Office (approximately 8 by 10 feet);
2. Nurse's Room (200 sq. ft.);
3. Speech and Language Room (200 sq.ft.);
4. Conference Room and Itinerant Workroom (200 sq. ft.); and
5. Secretary's Office (8 by 10 ft.).

II. CURRICULUM TO BE TAUGHT

The service performed is based on each individual student's needs.

SEE EDUCATIONAL OUTCOMES

III. EDUCATIONAL OUTCOMES

The DIS professional staff helps students receive a well-rounded education based on their individual needs. Direct instruction, educational materials, counseling, consultation, and evaluations are provided to students and parents as appropriate. The DIS professional staff acts as a resource to regular and special education teachers.

IV. DISCERNIBLE TRENDS

New technology will change many of our present practices such as:

1. Data retrieval;
2. Exchanging information;
3. Instruction;
4. Report writing; and
5. Identifying possible resources for students and staff.

Software is currently available for interpretation of psychological testing results, for assessment and remediation of speech and language, for storing immunization records and screening in school nursing.

Full inclusion (mainstreaming) is a definite trend and will increase the demand of support services. The school-based health clinic concept is gaining some acceptance. Increase in the number of children needing services is not only related to increased population but larger percentages of dysfunctional families and accompanying problems, such as chemically dependent children. Changes in educational law are also increasing the needs for services.

V. TEACHING AND LEARNING ACTIVITIES

The activities performed in each area are as follows:

Psychologist's Office

1. Testing;
2. Consultation;
3. Individual and small group counseling;
4. Parent interviewing and conferencing;
5. Report writing; and
6. Telephone interviewing.

Speech and Language Room

1. Individual to small group instruction;
2. Testing;
3. Consultation;
4. Report writing;
5. Parent interviewing;
6. Computer-based instruction; and
7. Telephone interviewing.

Nurse's Room

1. Hearing testing and screening;
2. Vision testing;
3. Scoliosis screening;
4. Individual health counseling;
5. Record reviewing and recording;
6. Exchanging and retrieving information from other professionals;
7. Inservicing; and
8. Health education planning.

Conference Room/Itinerant Workroom

1. Child study team meetings;
2. Individual educational program meetings;
3. Parent conferencing;
4. Teacher conferencing;
5. Inservicing; and
6. Special education staff meetings.

Secretary's Office

1. Record keeping;
2. Typing of reports;
3. Filing;
4. Scheduling of meetings; and
5. Reception and waiting area.

VI. ORIENTATION AND RELATIONSHIPS

The DIS complex should be within the administration building but well removed from the general office area and the area where disciplinary problems are handled. Access should be both directly into the DIS area and through the administration office. Included are offices for the psychologist, nurse, language, speech and hearing specialist and secretary, and a conference room/itinerant workroom. All rooms must have windows to the outside and doors into a hallway.

VII. INTERNAL TRAFFIC

Personnel should not have to pass through any other office to enter their office. There would be a hallway large enough to accommodate 4 chairs for students waiting for DIS personnel. The secretary's office should connect with the conference room.

VIII. FURNITURE AND EQUIPMENT

The furniture and equipment in each office area includes the following:

Psychologist's Office

1. Video camera with outside monitor in conference room with inside controls;
2. Telephone with outside line and electronic mail with intercom;
3. Network computer with dot matrix printer and 8-pin modular jack, ISDN compliant, voice and data capable, and access to students' schedules and all other student-related information and a modem;
4. Carpeting (anti-static);
5. Windows with shade or blind;
6. 1 4-drawer locking file cabinet;
7. 1 small round table;
8. 4 chairs;
9. Locking teacher's desk large enough for computer and printer;
10. 1 locking cabinet (6 ft long,3 ft high, 18 inches deep) with adjustable shelves;

11. Electric pencil sharpener;
12. Tack surface on all walls; and
13. Clock with second hand.

Speech and Language Room

1. Telephone with outside line and electronic mail with intercom;
2. Network computer with printer and access to students' schedules and all other student-related information, 8-pin modular jack, ISDN compliant, voice and data capable, and one modem;
3. Carpeting (anti-static);
4. Computer table and chair;
5. Window with shade or blind;
6. Clock with second hand;
7. Teacher's locakble desk and chair on rollers;
8. Electric pencil sharpener;
9. 1 table 2 and one half by 5 ft.;
10. 6 student chairs;
11. Dry Ease board 3 by 5 ft.;
12. Tackable surface on all walls;
13. 1 tape recorder;
14. 1 storage cabinet (locking - 6' long, 3' high, 18" wide) with adjustable shelves; and
15. 1 four drawer locking file cabinet.

Nurse's Room

1. Telephone with outside line and electronic mail with intercom;
2. Network computer with printer and 8-pin modular jack, ISDN compliant, voice and data capable and one modem, and access to students' schedules and all other student-related information;
3. 1 cupboard (locking) 6' long, 3' high and 18' wide with adjustable shelves;
4. Computer table and chair;
5. 2 tables (2 1/2 by 4');
6. 8 chairs;
7. 2 locking 4 drawer file cabinets;
8. Clock with second hand;
9. Window with shade or blind;
10. Shelves 2' wide, 4' high, 1' deep - cubicles for storing pamphlets, etc.;
11. Dry Ease writing board 3' x 5';
12. Tackable surface on all walls;
13. Audiometer;
14. Tympanometer;
15. Titmus vision screener;
16. Scales with height measure;
17. Color vision plates; and
18. Electric pencil sharpener.

Conference Room and Itinerant Workroom

1. 1 locking storage cabinet 6' long x 3' high and 18" deep;
2. 1 large oblong table with 10-12 chairs;
3. Anti-static carpet;
4. Window with blind;
5. Telephone with intercom;
6. Dry Ease White board 4' by 4';
7. Coffeemaker; and
8. VCR and corner ceiling-mounted television with remote and video accessed cable.

Secretary's Office

1. 1 locking storage cabinet;
2. 2 locking file cabinets- 4 drawer;
3. Computer with network capabilities, printer, 8-pin modular jack, ISDN compliant, voice and data capable and one modem;
4. Access to Special Net-electronic mail;
5. Desk customized for computer, copier use and 1 chair;
6. Telephone with outside line and electronic mail;
7. Electric typewriter with wheeled table;
8. Xerox machine;
9. Electric pencil sharpener;
10. Clock;
11. 4 chairs; and
12. Intercom.

IX. UTILITIES

The following utilities are needed in each office:

1. 2 electric outlets on every wall;
2. Telephones in all rooms with intercoms; and
3. Jacks for computer usage in all rooms.

X. SPECIAL REQUIREMENTS

The following special requirements apply to each room:

1. All rooms must be sound proofed with full-sized walls;
2. Handicapped accessibility;
3. Windows to the outside in each room;
4. All carpets must be anti-static; and
5. Confidentiality is a requirement for DIS services, as is a quiet environment.

XI.STORAGE

In each room the following is needed (also see furniture and equipment):

1. Cupboards - 18" wide by 6' length,3' high with adjustable shelves;
2. In Nurse's room -9" by 12" 4" height- total 2" by 4" 1' wide cubicles;
3. Lockable 4 drawer file cabinets in each room, except conference room; and
4. A second lockable file cabinet in nurse's room and in secretary's office.

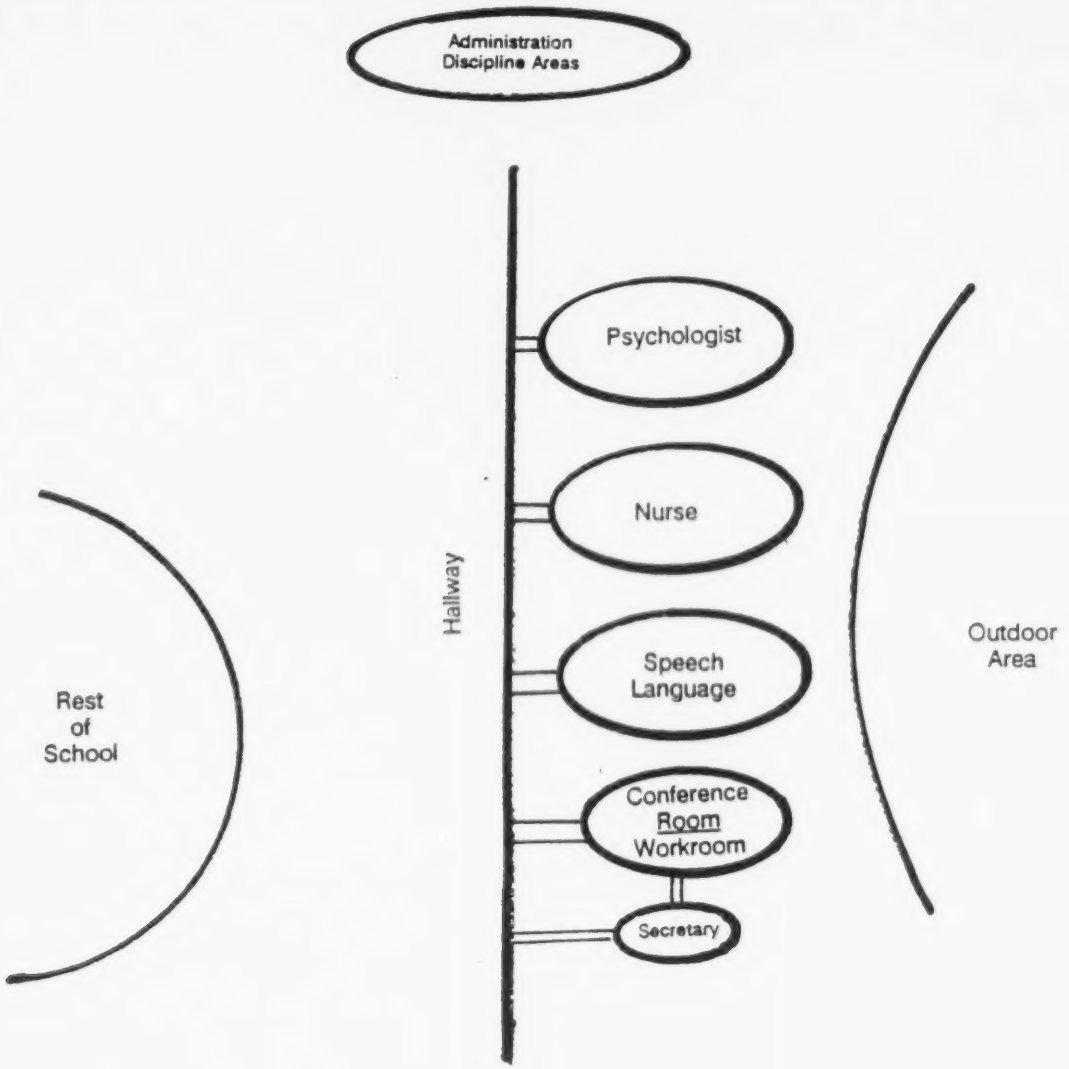
XII. ENROLLMENT

The maximum number at one time that would be in each room is as follows:

Psychologist's	4
Speech and Language	5
Nurse's Room	5
Hall	4
Secretary's office	3
Conference Room	15

ORIENTATION AND RELATIONSHIPS

DESIGNATED INSTRUCTIONAL SERVICES (DIS)



SPECIAL EDUCATION DAY CLASSES

I. INTRODUCTION

The Special Day Class Programs are self-contained programs to serve those individuals whose learning and communication needs cannot be adequately met in the regular education program. These students are individuals with a variety of educational needs, who spend the majority of their school day in the special day class. Students are taught individually and in small groups. Multiple subjects are frequently covered simultaneously. Students from all grade levels are seen in these rooms for both instruction and assessment.

II. CURRICULUM TO BE TAUGHT

The basic subjects are taught in this class, including math, language arts, science, social studies, social and study skills, with the use of specialized techniques and a variety of curriculum materials and equipment designed to meet the special learning needs of these individuals in all grades. The students' Individual Educational Programs serve as a guide for program planning.

Independent living skills may also be an integral part of this program curriculum, including job training skills, home making skills, and daily living skills. A teacher and an instructional assistant are generally assigned to each of these programs, with both working in all aspects of the program.

III. EDUCATIONAL OUTCOMES

The goal for students in these special education programs is to move the students into a less restrictive program as appropriate. Both the academic and independent living skill needs of these special day class students are addressed.

IV. DISCERNIBLE TRENDS

The current trend in the special day class programs is to concentrate more on the teaching of daily survival skills and educational strategies, as well as teaching basic academics. There continues to be support for maximum "mainstreaming" of these students into the regular education program.

V. TEACHING AND LEARNING ACTIVITIES

The activities in these programs include:

1. Computer instruction (including typing skills);
2. Television, video, and audio instruction;
3. Individual instruction with teacher and/or instructional assistant;
4. Small group instruction with teacher and/or instructional assistant;
5. Large group instruction with teacher and/or instructional assistant;
6. Helping students complete regular education assignments;
7. Regular education tests given to individuals and small groups;
8. Assessment given to students whose programs are being reviewed;
9. Consultation with regular education teachers;
10. Materials made and adapted to meet student's needs in the regular education classes;
11. Counseling students;
12. Conferencing with parents, other educational professionals, doctors, and mental health counselors;
13. Report writing;
14. Oral language activities;
15. Cooking, check-writing, grocery shopping, gardening activities;
16. Community visitations to job sites;
17. Art projects; and
18. Study and social skills.

VI. ORIENTATION AND RELATIONSHIPS

Two classrooms (40' by 40') connected by a shared office (no less than 20" by 20"). All of these facilities should be located among the core curriculum classrooms. They should also have direct access and be handicapped accessible. As students will be moving from classroom to classroom, accessibility is important. The office should have a door leading into each classroom.

VII. INTERNAL TRAFFIC

Typical of a regular education classroom except for specific attention to all handicap provisions. See separate section entitled Modification For Individuals With Special Needs.

VIII. FURNITURE AND EQUIPMENT

Each classroom should have the following equipment:

1. Four computers and one dot matrix printer with storage and surge protector, and four computer carts with adjustable keyboard ledgers;
2. Corner ceiling mounted television, with remote, and video accessed cable and VCR;
3. Tape recorder with listening posts;
4. Dry Ease white boards- 2 walls (4' by 12') with 2-3 feet vertical sliding panels - one solid panel behind two sliding panels;
5. All walls tackable;
6. One 5 drawer desk and chair;
7. Counter top along length of one wall with lockable cabinets above and below. The last feet will be a floor to ceiling lockable cabinet;
8. Carpeting, anti-static;
9. Student desks with chairs attached-12;
10. 8 x 10 ft. electronic overhead screen;
11. Two adjustable 5' round tables;
12. 8 study carrels;
13. One wheelchair accessible table;

14. Clock with second hand;
15. One overhead projector;
16. One 3' by 6' table with folding legs;
17. High windows above eye level;
18. Intercom to office;
19. Wall map;
20. Rolling storage cart;
21. Two language master machines;
22. Convection/microwave oven;
23. Refrigerator;
24. One camcorder;
25. Four 8-pin modular jacks, ISDN compliant, voice and data capable;
26. One high resolution liquid crystal display (LCD) panel;
27. One modem; and
28. Durable floor mat for entrance.

Office

The office requires the following furniture and equipment:

1. Two built-in lockable teachers desks and two ergonomically designed chairs with 5 pedestals with lumbar support;
2. Intercom connection to school office and other classrooms;
3. One wall (without door or window) for storage floor to ceiling cabinets with lockable doors, and adjustable shelves and drawers for files;
4. One telephone with outside line and electronic mail;;
5. One 2' by 3' work table;
6. Two office chairs;
7. One Xerox machine;
8. Windows or skylight;
9. Conference table 3' by 7' folding;
10. One modem;
11. Two network computers with access to student schedules and all other student related information;
12. Two dot matrix printers; and
13. Electric pencil sharpener.

IX. UTILITIES

Utilities required are:

1. Plugs about every 4' on each wall;
2. Outside line telephone in office;

3. Cable for TV/VCR;
4. Intercom to office;
5. Items necessary for computer network (ie. cables, telephone wires, modems, etc.);
6. Water hookups for sinks with hot and cold water in both rooms;
7. Fire and security alarm systems; and
8. Heating and air conditioning controls in each room.

X. SPECIAL REQUIREMENTS

These programs call for the following:

1. Handicapped accessible entries;
2. Special Day Program office;
3. Easy access to outside and access to other classrooms;
4. Telephone in the office;
5. Wheelchair accessible tables in the classroom;
6. Accommodations for a variety of furniture arrangements;
7. Two outside doors to each classroom; and
8. A door connecting each classroom to the shared office.

XI. STORAGE

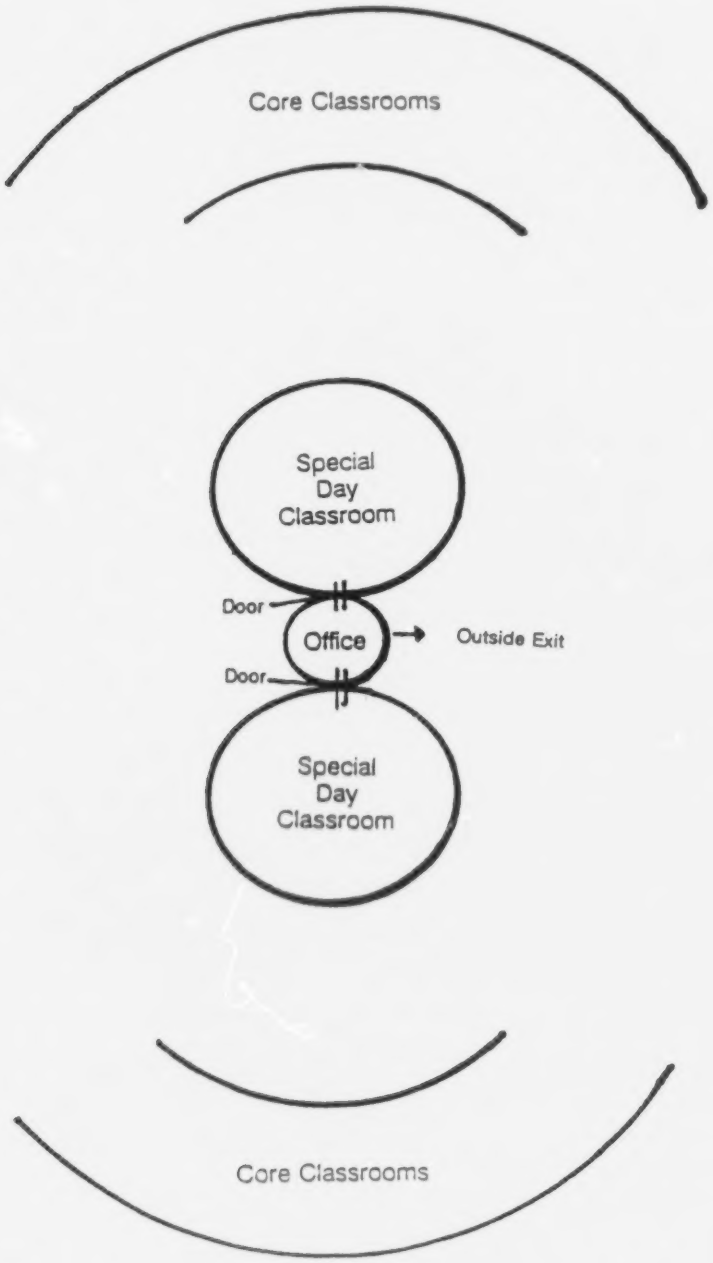
Storage is accommodated by one entire wall of cabinets in each classroom and office (see Furniture and Equipment section for specifics).

XII. ENROLLMENT

Present law suggests 12-15 students are enrolled in a Special Day Class Program, however there are no specific numbers in the law. The programs will be housed in the same area as the core education classes.

ORIENTATION AND RELATIONSHIPS

SPECIAL EDUCATION - SPECIAL DAY CLASSROOMS



RESOURCE SPECIALIST CLASS
AND
INDIVIDUAL AND SMALL GROUP INSTRUCTION CLASS (ISGI)

I. INTRODUCTION

The Resource Specialist Program is a support service for the regular education teachers. The Individual and Small Group Instruction Program provides primary instruction in academic areas identified through assessment for students who spend the majority of their day receiving instruction in the regular classroom. These programs should be an integral part of the core curriculum and be located in the same area as the buildings housing the core curriculum.

II. CURRICULUM TO BE TAUGHT

All basic subjects are taught in these classrooms including language arts, math, social studies, science, study and computer skills. Strategies for coping in the regular education program are addressed. Methods used include direct instruction, supplemental instruction, and tutoring.

III. EDUCATIONAL OUTCOMES

Ideally, students are not permanently in this special education program. The program is designed to meet the student's immediate educational needs, which include coping with their learning disability and learning strategies for success in the regular education program. The ultimate goal for these students is a return to full-time regular education placement.

IV. DISCERNIBLE TRENDS

The Resource Specialist and ISGI programs have traditionally been pull-out programs. The current trends are for the Resource Specialist teacher to be a consultant/co-teacher in the regular program, as well as to implement the traditional Resource Program. In addition, the Resource Specialist teacher will be expected to model teach both in the Resource Specialist Program room and, in the regular education classrooms. The ISGI program teacher provides students with limited primary instruction.

V. TEACHING AND LEARNING ACTIVITIES

The activities in these programs include:

1. Computer instruction;
2. Television, video, and audio instruction;
3. Individual instruction with teacher and/or instructional assistant;
4. Small group instruction with teacher and/or instructional assistant;
5. Large group instruction with teacher and/or instructional assistant;
6. Helping students complete regular education assignments;
7. Regular education tests given to individuals and small groups;
8. Assessment given to determine special education eligibility;
9. Consultation with regular education teachers;
10. Materials made and adapted to meet student,s needs in the regular education classes;
11. Counseling students;
12. Conferencing with parents, other educational professionals, doctors, and mental health counselors; and
13. Report writing.

VI. ORIENTATION AND RELATIONSHIPS

Two classrooms (40' by 40') connected by a shared office (no less than 20' by 20'). All of these facilities should be located among the core curriculum classrooms. They should also have direct access and be handicapped accessible. As students will be moving from classroom to classroom, accessibility is important. The office should have a door leading into each classroom and vision glass so all areas can be viewed simultaneously. The facilities should be near an outside exit or have easy access to an outside exit.

VII. INTERNAL TRAFFIC

Typical of a regular education classroom.

VIII. FURNITURE AND EQUIPMENT

Each classroom should have the following equipment and furniture:

1. Eight computers and two dot matrix printers, with storage and surge protector, and computer tables with adjustable keyboard ledgers;
2. Corner ceiling mounted television, with remote, and video accessed cable and VCR;
3. Tape recorder with listening posts;
4. Dry Erase boards on 2 walls (4' by 12') with 2 - 3 feet vertical sliding panels - one solid panel behind two sliding panels;
5. All walls tackable;
6. One 5 drawer desk and chair;
7. Counter top along length of one wall with cabinets above and below. The last few feet will be a floor to ceiling cabinet;
8. Carpeting, anti-static;
9. 12 Student desks with chairs attached (12);
10. 8' x 10' electronic overhead screen;
11. Two adjustable 5' round tables;
12. Six study carrels;
13. One wheelchair accessible table;
14. Clock with second hand;

15. One overhead projector;
16. One 3' by 6' table with folding legs;
17. High windows above eye level;
18. Intercom to office;
19. Wall map;
20. Rolling storage cart;
21. Four 8-pin modular jacks, ISDN compliant, voice and data capable;
22. Durable floor mat for entrance;
23. One modem;
24. One camcorder; and
25. One high resolution liquid crystal (LCD) panel.

Office

1. Two built-in lockable teachers desks and two ergonomically designed chairs - with five pedestals with lumbar support;
2. Intercom connection to school office and other classroom;
3. One wall (without door or window) for storage floor to ceiling cabinets with lockable doors and adjustable shelves, and drawers for files;
4. One telephone with outside line and electronic mail;
5. One 2' by 3' work table;
6. Two office chairs;
7. One Xerox machine;
8. Windows or skylight;
9. Conference table 3' by 7' folding;
10. Two network computers with access to student schedules and all other student related information;
11. Two dot matrix printers;
12. One modem; and
13. Electric pencil sharpener.

IX. UTILITIES

Utilities required are:

1. Electrical outlets about every 4' on each wall;
2. Outside line telephone in office;
3. Cable for TV/VCR;
4. Intercom to office;
5. Items necessary for computer network (ie. cables, telephone wires, modems, etc.);
6. Water hookups for sinks with hot and cold water in both rooms;
7. Fire and security alarm systems; and
8. Heating and air conditioning controls in each room.

X. SPECIAL REQUIREMENTS

These programs call for the following:

1. Handicapped accessible entries;
2. Resource/ISGI office;
3. Easy access to outside and access to other classrooms;
4. Telephone in the office;
5. Wheelchair accessible tables in the classroom;
6. Accommodations for a variety of furniture arrangements;
7. Two outside doors to each classroom; and
8. A door connecting each classroom to the shared office.

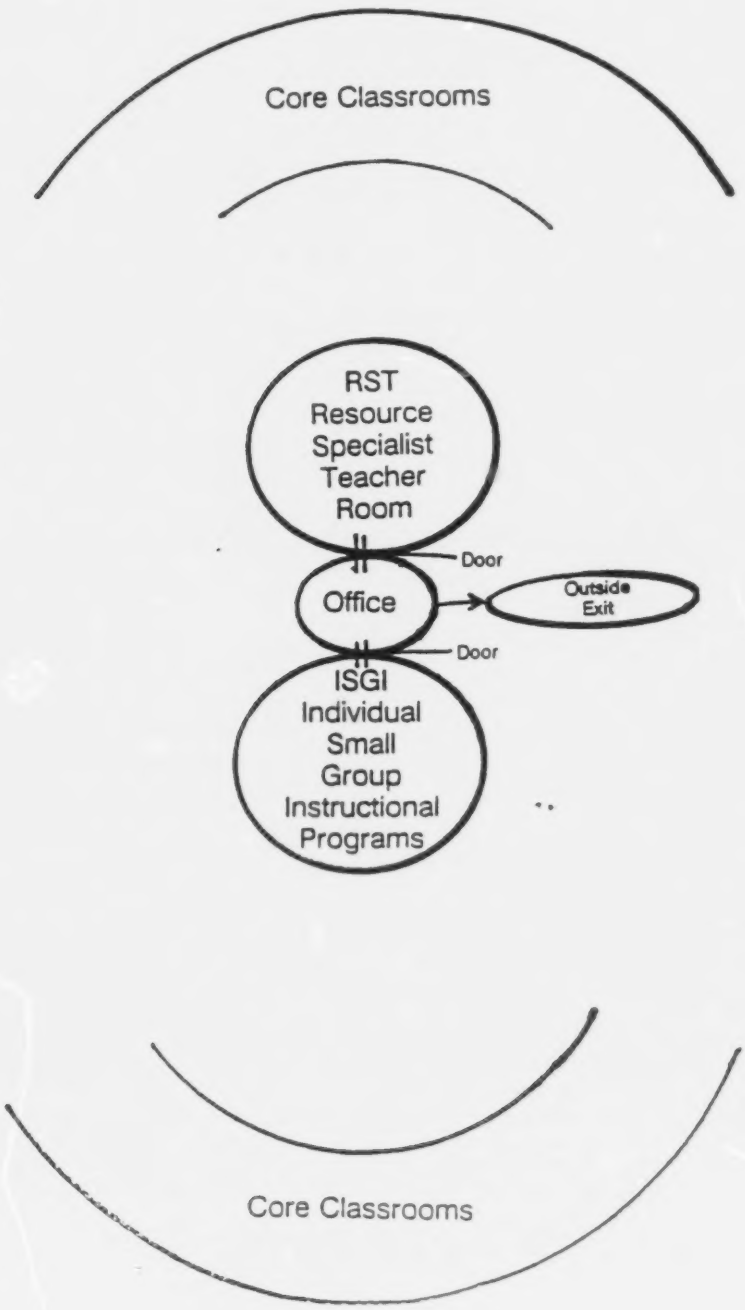
XI. STORAGE

Storage is accommodated by one entire wall of cabinets in each classroom and office. (See Furniture and Equipment section for specifics).

XII. ENROLLMENT

Present law indicates and enrollment of 28 students maximum and 24 minimum in the Resource Program. There is no maximum or minimum for the ISGI program. The Resource office would be used for assessment of referred students, reviews of enrolled students, and observations of students. The varying number of students and their individualized needs necessitates that each classroom be large enough to accommodate an average regular education class.

ORIENTATION AND RELATIONSHIPS
RESOURCE SPECIALIST PROGRAM (RSP) AND
INDIVIDUAL AND SMALL GROUP INSTRUCTION PROGRAM (ISGI)



SCHOOL-WIDE MODIFICATIONS FOR ALL INDIVIDUALS WITH SPECIAL NEEDS

All aspects of the school facilities will be handicapped-user-friendly. This would include: doorways wide enough for wheelchairs; hand-grip door handle bars; doors light in weight; light switches placed lower on the walls, flat and Braille-marked; rooms Braille-marked; bathrooms with accessible fixtures; gymnasium and auditorium with accessible showers, seating and equipment; ramps to all buildings, and some areas within buildings, such as the stage area. Some other building features that will be considered are: corners that are rounded, non-skid floors, etc.

SEVERELY HANDICAPPED CLASS

I. INTRODUCTION

In the future we will need to service individuals with multiple handicaps of various types, such as Developmentally Delayed or Orthopedically Handicapped who may need a large specially equipped, wheelchair accessible area.

II. CURRICULUM TO BE TAUGHT

The curriculum is built around the individual needs of each student. The range would be from toilet scheduling and basic feeding skills to much more sophisticated areas of self-care such as independent living skills (e.g., cooking, shopping, dressing). It is possible that students would be integrated into the regular classroom for academics, but need, at times, to use the severely handicapped (SH) classroom for attending to specialized health care needs or for help with the fine motor aspects of their assignments, tutoring, and/or therapies.

III. EDUCATIONAL OUTCOMES

To help each individual student reach his potential in all areas is the overall goal. These students have widely diversified abilities and their curriculum is highly individualized. To increase their ability to function independently is a major educational objective.

IV. DISCERNIBLE TRENDS

"Least restrictive environment" has been in practice for a number of years. The current trend is toward full inclusion (mainstreaming) in the regular program whenever possible. With population growth, Severely Handicapped students will be served within the district. The Severely Handicapped population will also increase due to advances in medical technology that sustain life. More technology-dependent students will be attending school.

V. TEACHING AND LEARNING ACTIVITIES

The teaching and learning activities in the Severely Handicapped class vary widely, depending on how severely handicapped the student is. The activities may range from toilet scheduling to using a computer to write an essay. The constant is that each student's activities are highly individualized and frequently necessitate fairly bulky equipment that requires space. Examples are: mat tables, standing tables, jet mobiles, walkers, modified computers, wheelchairs, modified toilets, and cooking/baking equipment. Transportation for community-based learning experiences would be a necessity.

VI. ORIENTATION AND RELATIONSHIPS

The Severely Handicapped classroom should NOT be isolated as that contradicts the underlying rationale for placement on a regular campus. Preferably, it should be near the center of the campus and have a nearby access to the parking lot, given the probable

incidence of wheelchair use by these students. It should have direct communication with the office and be close to the office in case of emergencies. A specially designed restroom with shower and handicapped accessibility is needed as part of the Severely Handicapped classroom. A small fenced courtyard off the classroom with modified play equipment, picnic table, grassy area, and garden area should also be included.

VII. INTERNAL TRAFFIC

This classroom is to be a LARGE area so that free and safe movement can occur, allowing for wheelchair movement from area to area, as well as equipment storage.

VIII. FURNITURE AND EQUIPMENT

The following furniture and equipment are needed:

1. Clock with large numbers and 2nd hand;
2. Telephone with outside line and electronic mail;
3. Large bean bag chair;
4. Changing table (3' x 2 1/2' x 6', padded with vinyl top);
5. Large mat table (5' x 6' x 2' with a 2" mat);
6. 2 lockable teacher desks and two ergonomically designed chairs with five pedestal and lumbar support;
7. 3 tables (2' x 6') for work plus 18 chairs;
8. 2 modified tables (U-shaped) for wheelchair use with computer and typewriter;
9. Overstuffed rocking chair;
10. Electric typewriter with large print ball;
11. 2 standing tables with trays for working surface;
12. Refrigerator;
13. Kitchen type cupboards and counter;
14. Sink (kitchen style) with modified handles in kitchen cabinets and hot and cold water;
15. Shelves (approximately 100 linear feet);
16. Food Processor;
17. Ceiling mounted projection type TV and VCR with cable access and computer link;

18. Wall mounted projection screen;
19. 3 computers with one dot matrix printer and necessary modifications for special handicapped with adjustable, movable keyboard ledge; computer tables adaptable to wheelchairs; also software for special education; visual enlarger and one modem;
20. Washer and dryer;
21. Writing surface (4' x 8') - white board with 2-3 ft. vertical sliding panels - one solid panel behind two sliding panels;
22. Vacuum cleaner;
23. 2 (5' x 6') portable screens for privacy;
24. 2 tape recorders;
25. Modified switch equipment for light;
26. Tackable wall surfaces and cupboard doors;
27. 12 coat hooks with shelves for lunch boxes and back packs;
28. By each sink:
    Very sturdy soap dispensers;
    Paper towel dispensers;
29. Vinyl linoleum floor throughout the room;
30. One full-length mirror (at least 3' x 6') attached to the wall;
31. "Exercise" floor mats;
32. Microwave oven;
33. Stove and oven with braille dials;
34. Single bed with bedding;
35. In the bathroom area:
    Modified toilet for wheelchair transfer;
    Tile floor (no ridges);
    Modified shower with bathing areas with electronic lift;
    Modified wash basin that has wheelchair access and modified handles;
36. 4 lockable file cabinets;
37. Restroom with toilet, shower, hand basin, towel dispenser - all wheelchair accessible;
38. Intercom connection to school office;
39. Electric pencil sharpener;
40. Durable floor mat for entrance;
41. Four 8-pin modular jacks, ISDN compliant, voice and data capable;
42. One camcorder;
43. One high resolution liquid crystal display (LCD) panel; and
44. Modified play equipment (ie. balance beam, swings, jungle gym, etc.).

IX. UTILITIES

The following utilities are needed:

1. Ample outlets about every 6' about 14" off the floor, counter outlets above the counter about every 2' (GFI outlets near sinks);
2. Cable and computer network access(all necessary cables and outlets);
3. Surge control panel for computer;
4. Hot and cold water to all sinks and washer: modified handles on sinks;
5. Extra phone for emergency in case power is down;
6. Fire and security alarm system;
7. Heating, ventilation, and air conditioning system;
8. Hook-ups for washer with hot and cold water;
9. Dryer;
10. All equipment (free standing) should be wired for size of power required with the appropriate outlet;
11. Wiring for ceiling mounted projection TV/VCR; and
12. Energy efficient water heater (75-80 gallon capacity), separate from remainder of school.

X. SPECIAL REQUIREMENTS

Special requirements are as follows:

1. Wheelchair accessible equipment and furniture and traffic patterns allowing for wheelchair movement;
2. Hot water (*Consider in planning materials for the severely handicapped room that extra maintenance and cleaning is needed for communicable disease control and durable, washable materials are needed);
3. 2 doors into the classroom one from parking area; one to Core classrooms wide enough for wheelchairs and with modified handles;
4. Plenty of windows;
5. Modified toilet, basins, and showers described above;
6. May be a need for a separate generator in case of power failure to power life supporting equipment;
7. One door into courtyard area; and
8. Courtyard area should be designed with special needs of students in mind.

XI. STORAGE

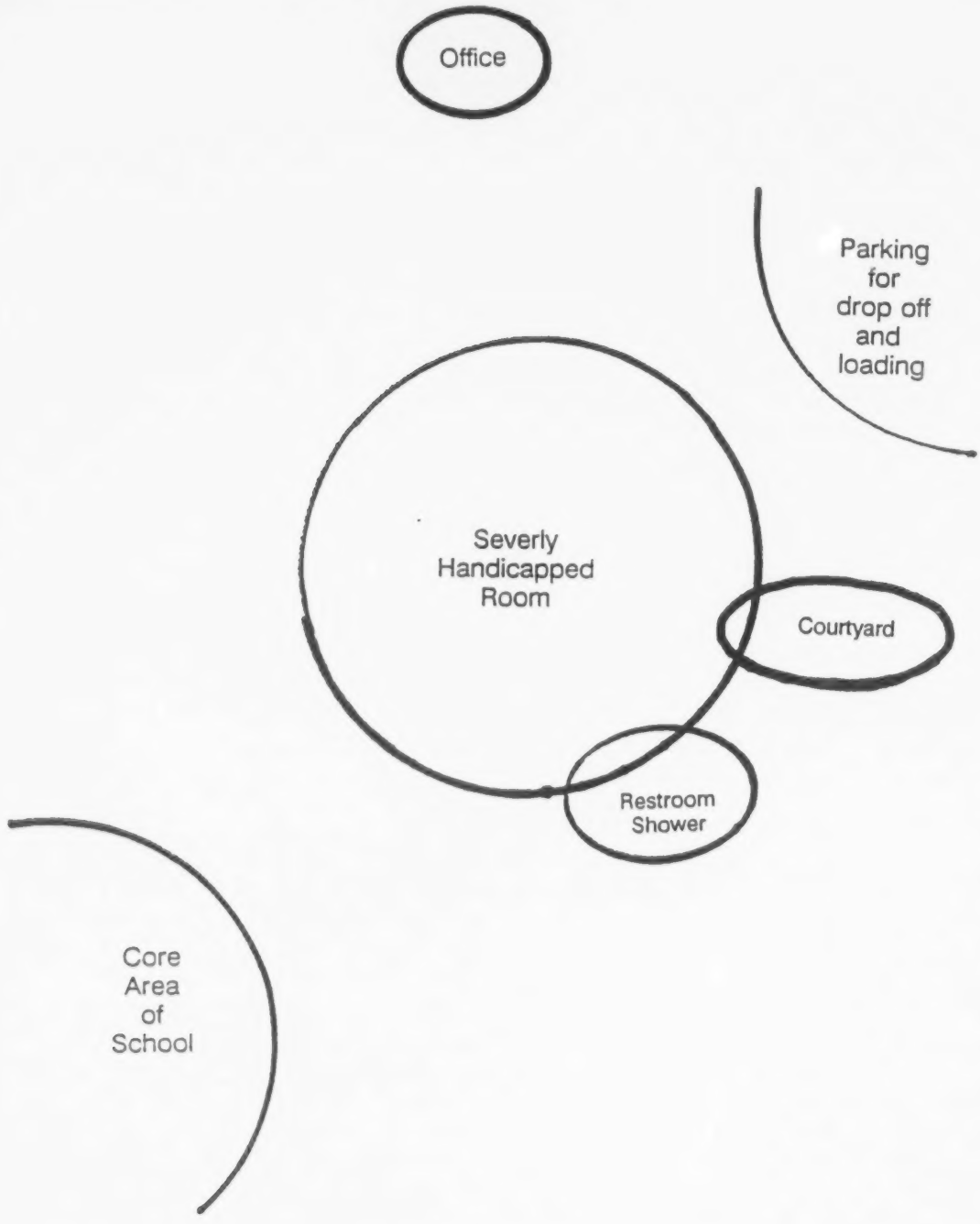
Sufficient storage is needed for large equipment. Wheelchairs and other equipment used on a daily basis need floor space (enough for 12 to 15 wheelchairs). Space is also needed for 2 standing tables, 2 jet mobiles and 2 side layers. There is also a need for 4 file cabinets and 1 teacher's locking coat closet.

XII. ENROLLMENT

Projections indicate a future need to serve twelve to fifteen students having a wide variety of handicapping conditions.

ORIENTATION AND RELATIONSHIPS

SEVERELY HANDICAPPED ROOM



STUDENT GOVERNMENT LEADERSHIP

I. INTRODUCTION

Student government is an essential ingredient of the student-centered middle school curriculum. The class gives students the opportunity to provide crucial input into all activities- both academic and entertainment. The room would be used for other classroom functions when not in used for activities related to student government.

II. CURRICULUM TO BE TAUGHT

Typically, a leadership/government class is oriented toward the planning and coordination of student activities. The class works closely with a faculty/teacher and conducts the business of the student body. In addition the class will provide leadership through services such as a liaison to administration, peer conflict management, and discussion and debate that relate to the student body as a whole. These activities include dances, assemblies, rallies, and fund-raisers. Students sell tickets, promote, and develop budget for these events. The class is typically made up of elected officers, cheerleaders (or cheerleader representatives) and other student body representatives. This program can be developed as a semester elective, or a combination semester/ full-year elective.

III. EDUCATIONAL OUTCOMES

Students will:

1. Administrate and participate in a conflict management program;
2. Provide student leadership in issues related to the student body;
3. Provide a liaison between the student body and administration;

4. Learn to develop and follow both individual and yearly budgets for student activities;
5. Develop promotional campaigns for student activities; and
6. Develop and execute student recognition programs.

IV. DISCERNIBLE TRENDS

The following are trends in student government/leadership:

1. Assuming more leadership planning responsibility and functions representing student and school needs;
2. Cooperative groups;
3. Efforts to recognize individual students- i.e. teacher rewards, birthdays, etc.;
4. Events to build a sense of community and belonging; and
5. Student administration of a student store facility.

V. TEACHING AND LEARNING ACTIVITIES

Students will perform the following activities:

1. Problem-solving activities in cooperative groups-- i.e. "Plan a promotional theme and campaign for the November Dance." Or, " There is a growing tension between the 'jocks' and 'rockers,' what can leadership do to help?";
2. Creating promotional materials for student activities (i.e. posters, flyers, birthday balloons, etc.);
3. Using conference room for conflict management; and
4. Debating and suggesting resolutions for student body issues - dance schedules, rallies, potential assemblies, student body purchases, activity weeks, fund raisers, etc.

VI. ORIENTATION AND RELATIONSHIPS

The student activities room is a multi-use room placed near other core classrooms and adjacent to publications as part of a student activities center. This will allow the two

rooms to share a conference room (with a phone) and share some computer uses. Speedy access to administration is preferred. This room needs to be located near the administrative offices.

VII. INTERNAL TRAFFIC

Students will generally meet in desks (28-32) before any movement into small or cooperative groups. Storage and work areas need be spaced to allow students easy movement throughout the room.

VIII. FURNITURE AND EQUIPMENT

The following furniture and equipment is required:

1. Computer for data and word processing, networked to administration and potentially to either own laser printer or into publications room;
2. Additional portable storage cabinet (beyond core storage) for large items related to student activities (5 by five feet, lockable);
3. Two file cabinets (one for core, for leadership);
4. Rolling flat-drawered cabinet for art storage;
5. At least one 3 by 5 scratch resistant table or counter space over storage cabinet for painting, cutting, etc.;
6. Clock;
7. Tackable walls;
8. White board on front and one side wall;
9. Hot and cold running water with sink (for clean-up);
10. Minimum of 30 linear feet of book shelves; and
11. Mobile white board for use in small groups.

IX. UTILITIES

The leadership/government classroom will need:

1. Standard core classroom utilities- overhead outlet in front, surge protected outlet for computer station;

2. Networking capability from computer to printer (either own laser printer capability or networked into publication room next door;
3. Outside phone line in conference room; and
4. Hot and cold water to sink.

X. SPECIAL REQUIREMENTS

1. Anti-static carpet with work area of hard floor for painting, etc.;
2. Access to a safe. This may be located in this room, in the conference room shared with publications, or in the administrative complex. However, with the large funds going through the student activity complex it is essential; and
3. Access to outside phone line.

XI. STORAGE

In addition to storage for the core classroom, the leadership classroom will need:

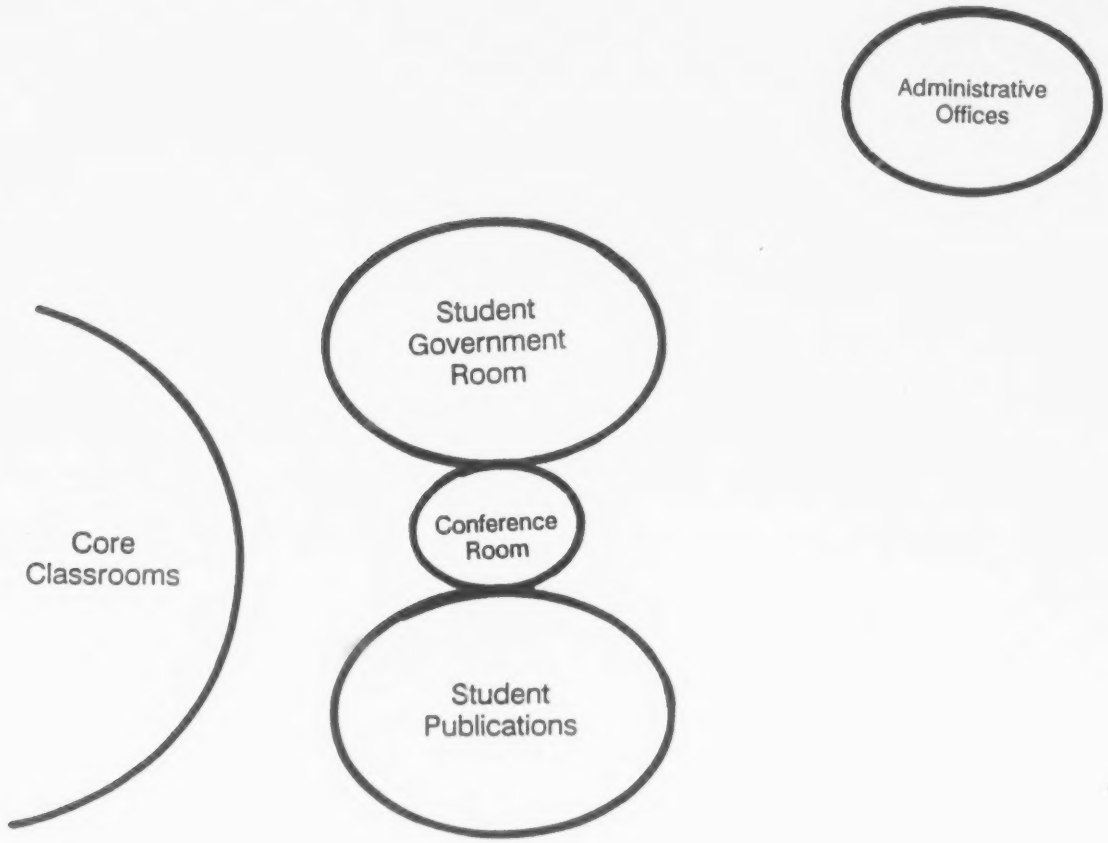
1. One additional 5 by 5 foot locking mobile cabinet;
2. One additional file cabinet; and
3. Storage under sink and cabinet area.

XII. ENROLLMENT

Enrollment in this class will be 20 to 30 students per section.

ORIENTATION AND RELATIONSHIPS

STUDENT GOVERNMENT



STUDENT PUBLICATIONS

I. INTRODUCTION

Publications empowers students in the final and crucial element of the writing process- publications for an audience. In addition, given new technology and combined with photography, students can control all aspects of producing high-quality publications.

II. CURRICULUM TO BE TAUGHT

Student will be introduced to the full spectrum of journalism. That is, they will write, photograph, design and run the business of student publications. These will include literary magazines, newspaper, and yearbook. Consideration must be given as to the full curriculum. Yearbook production requires a full-year of core student participation. This could be incorporated with students who take the class for a semester. When students complete the book (in March) they can produce the student literary magazine. Newspaper can be taught as a semester course or full-year or some combination.

III. EDUCATIONAL OUTCOMES

Students will:

1. Produce publication-quality, journalistic writing;
2. Produce publication-quality photographs; and
3. Design and produce a student literary magazine, newspaper, and yearbook.

IV. DISCERNIBLE TRENDS

There is a clear trend toward Desktop Publishing (DTP) which gives students control over the physical publications up to the actual printing. Middle school students are thus readily able to produce camera-ready publications. This gives them a sense of ownership and pride in publication not previously attainable. It also results in a significant savings in productions costs, 20 percent in yearbook printing and up to 35 percent in newspaper costs. DTP also opens up new areas of learning in design and computers. There is also a trend, fitting neatly with the middle school concept of a student-centered curriculum, to give the students the greatest control possible over material published.

V. TEACHING AND LEARNING ACTIVITIES

Students in publications will:

1. Learn to write in journalistic style at a level appropriate for publication. This should include learning the style difference between journalistic and English prose style. It should also include style of writing such as editorials, news writing, feature writing, and column writing;
2. Learn to photograph student and school-related activities at a publication quality level. Students will be given a variety of photography situations such as low-light shooting in the classroom, outdoor activities, and school scenics;
3. Develop and print black-and-white film;
4. Create and execute original camera-ready designs for literary magazines, newspapers, and yearbooks using desktop publishing; and
5. Circulate and, when appropriate, sell student publications. This will include creating and following a monthly and yearly budget.

VI. ORIENTATION AND RELATIONSHIPS

The publications lab is a multi-use room likely to be needed as a core room during the day. In addition, it should serve the student body as part of a student activities center next to the leadership room. This could also allow much-needed access to a shared conference room (with publications) which can include a quiet phone area.

Crucial, too, that the publications room has ready access to a dark room no smaller than 120 square feet. Preference is that entry is directly off the publications room and that an "in-use" warning light be on the outside of the door the prevent interruption of those working in the dark. The door should also be keyed so that it can be locked for security when not in-use.

It is important that the computer islands be in such a position that students can see and react to the overhead projection screen used with an overhead projection pad attached to a mobile computer. Because of these stations a slightly oversized room of approximately 1200 square feet is needed- this will make it a room usable both for core and publications.

The conference room of approximately 100 square feet can be placed in the rear of the room and may have shared locked entry from the opposite side with the leadership room. For safety and supervision purposes safety window should be placed between the rooms.

VII. INTERNAL TRAFFIC

Usually students will go directly to the general purpose desks before circulation to lab areas i.e. dark room, computers, and light table. Design must allow for easy circulation in a lab situation.

The dark room will be used by up to six students and or adults at any one time.

VIII. FURNITURE AND EQUIPMENT

The following furniture and equipment are required in each area:

Classroom area:

1. Approximately 40 linear feet of book shelving of which at least half should have 12 1/2 inch of clearance (to fit oversized yearbooks in). This shelving can be placed high. A second option would be under the white board;
2. A white board 4' x 8' at the front of the room;
3. A light table for finishing paste up;
4. A reproduction area for a mimeograph machine (requires outside wall and possible additional ventilation);
5. Two file cabinets, one for publications and one for core material;
6. Thirty standard student desks;
7. Eight computers for desktop publishing placed around two islands posts; Islands should include eye level placement of computer screens;
8. Two printers, one laser printer for DTP and one dot matrix for proofing;
9. One mobile teacher's computer for instructional use along with overhead projection pad;
10. Sixteen adjustable height chairs for multi-use, primarily at computer stations;
11. Two movable and locking cabinets of approximately 5 by 5 feet, one for core use and one for publications use;
12. Low temperature overhead; and
13. Television capable of wiring to laser disk system for use in core.

Darkroom:

1. Two enlargers place on stations on one wall;
2. A double-side sink for washing film and prints;
3. A minimum of five by three feet of acid and stain resistant counter space (over cabinet) for film processing;
4. Acid resistant storage for up to 10 one gallon bottles;

5. Drawer storage for miscellaneous supplies including paper (may be under cabinet);
6. Area for hanging film to dry, approximately six feet of wire to hang 6 feet above the ground; and
7. Eye wash station.

Conference room:

1. Conference table and chairs for six students or adults; and
2. Small phone desk and phone.

IX. UTILITIES

The following utilities are required:

Dark room:

1. Hot water (106 degrees) and cold water;
2. Two grounded GFI outlets over counter space and two at enlarger stations; and
3. Amber fluorescent lighting for printing.

Class room:

1. Two posts carrying surge-protected power to computers as well as networking capability to printers;
2. Grounded wiring for printers, light table, and reproduction along one outside wall;
3. Surge-protected outlets at front of room for overhead and teaching computer used with overhead; and
4. Dedicated phone line for use with modem to transmit computer material.

Conference room:

1. Surge protected outlet so that mobile computer can be used in the room; and
2. Phone with outside line capabilities.

X. SPECIAL REQUIREMENTS

The following special requirements apply to the areas listed below:

Classroom:

1. Anti-static carpet with approximately five-foot depth of hard floor along one outside wall;

2. Locking plates for computers to tables for security;
3. One white board 4' x 8' at front of room;
4. Tackable walls;
5. Clock; and
6. Computer networking to administration complex.

Dark room:

1. Amber fluorescent light;
2. "In use" light to outside;
3. Stain-resistant, acid-resistant floor;
4. Black paint on all possible walls and materials; and
5. Light-tight door.

XI. STORAGE

Classroom:

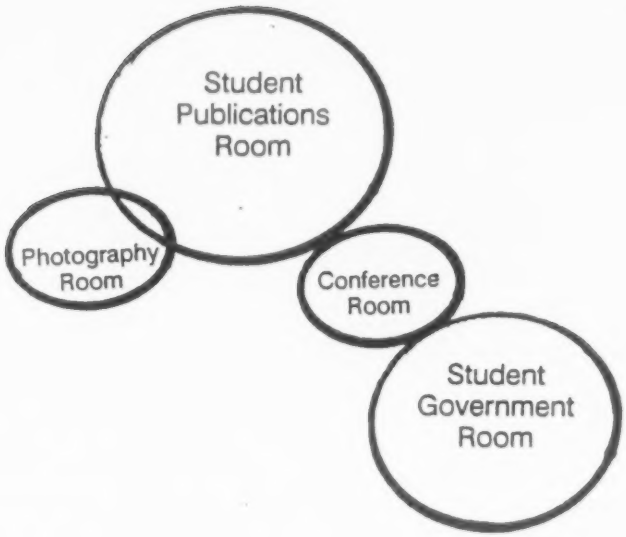
1. One lockable cabinet (permanent) to maintain journalism materials separate from core materials. This could be placed on walls above printers, light table, etc.; and
2. See notes on furniture for darkroom.

XII. ENROLLMENT

Twenty-five to 30 total students per section, maximum of six in the darkroom.

ORIENTATION AND RELATIONSHIPS

STUDENT PUBLICATIONS



FACULTY STAFF LOUNGE

I. INTRODUCTION

The faculty lounge must function as a pleasant environment to enhance staff morale. It should be business-like and efficient. Color, climate control, acoustics, comfort and style should be considered (the staff room needs to be located in the vicinity of the school office reception area but not directly next door; ie. 50 yards). The staff lounge should have all the conveniences of a home, family room, kitchen environment, i.e. stove, oven, refrigerator, lounge table, chairs, etc.

II. CURRICULUM TO BE TAUGHT

Relaxation and stress reduction.

III. EDUCATIONAL OUTCOMES

The staff lounge will be used to eat and be refreshed in a comfortable, relaxing environment.

IV. DISCERNIBLE TRENDS

The atmosphere in the staff lounge has to enable relaxation through the proactive use of color and style.

V. TEACHING AND LEARNING ACTIVITIES

The faculty/staff room is used for the following activities:

1. Meet small to medium faculty groups by grade level or interest;
2. Information center via bulletin and staff logs;
3. Eat (table and chairs), and microwave oven;
4. Phone calling message center; and
5. Restroom facilities nearby with outside entrance only.

VI. ORIENTATION AND RELATIONSHIPS

Staff lounge should be adjacent to the workroom, and close to office reception area (50 yards) with semi enclosed patio eating area. Teacher workroom will have door leading to staff lounge with common wall. Workroom will have door to patio also.

VII. INTERNAL TRAFFIC

All furniture and equipment should be arranged to allow for free movement by large numbers of staff members to staff lounge; must be accessible to all staff members. Food preparation, storage, and presentation areas need to be attractive and functional.

VIII. FURNITURE AND EQUIPMENT

The following furniture and equipment is required:

1. Microwave (2);
2. Refrigerator/freezer with ice maker (2);
3. Coffee maker;
4. Clock;
5. Intercom;
6. Phone (2);
7. Two tackable boards (4' x 8') each;
8. White Board (4' x 4');

9. Vending machines (soda/snacks/food);
10. Comfortable chairs and tables for 30/40 teachers;
11. Lounge/couches/easy chairs (4);
12. Occasional table;
13. Magazine rack;
14. Double sink, garbage disposal;
15. Paper towel dispenser;
16. Soap dispenser;
17. Carpeting;
18. Miscellaneous cooking utensils;
19. Radio AM/FM;
20. TV and VCR cable ready;
21. Patio furniture (outside on patio);
22. Barbecue (outside on patio); and
23. Counter (15' long);
24. Electric dishwasher; and
25. Instant hot water heater under sink (110 Volt insta-tap 220°F).

IX. UTILITIES

The following utilities are required:

1. Electric outlet duplexes every six feet on all walls;
2. Natural and artificial light;
3. Quiet HVAC;
4. Fire security and alarm system;
5. Fire extinguisher (2);
6. Hot and Cold running water;
7. 220 outlet for stove, oven;
8. Ice maker outlet;
9. Telephone outlets (2);
10. Electrical outlet for fridge;
11. GFI outlets above counter near sink; and
12. Two 8-pin modular jacks, ISDN compliant, voice and data compatible.

X. SPECIAL REQUIREMENTS

The following special requirements apply:

1. Phone environment sound proof;
2. Natural lighting;
3. Windows facing a pleasant view and should face patio;

4. Windows facing patio should be approximately 4' x 6' and open bottoms and tops;
5. Tile floor 4 feet from sink cooking area;
6. Heating and air controls in room; and
7. Oven-stove ventilation.

XI. STORAGE

Storage required is as follows:

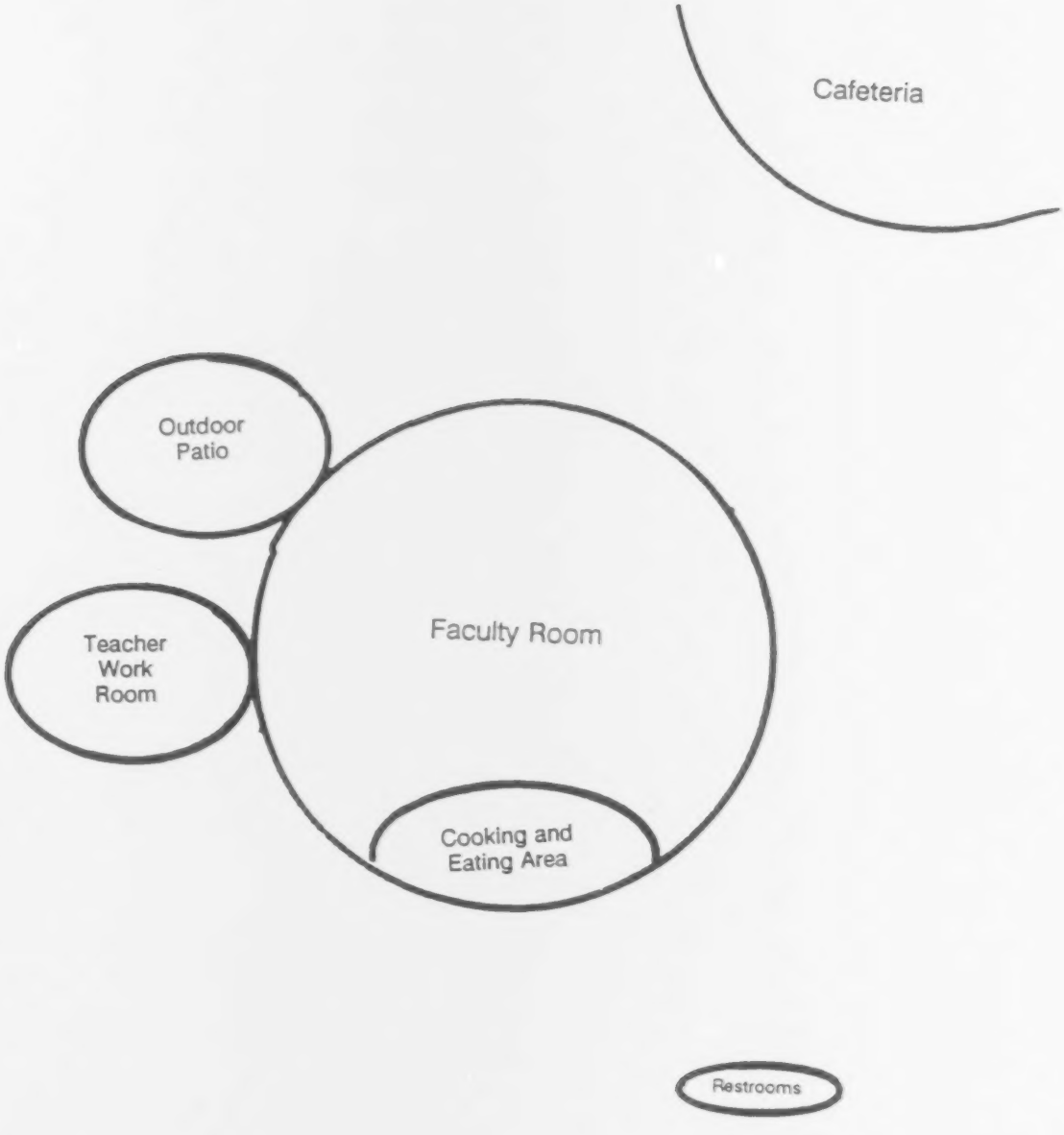
1. Coat closet for approximately 40 garments;
2. Storage kitchen type cabinet under sink and above counter;
3. Drain section under counter; and
4. Individual storage (50 staff members);

XII. ENROLLMENT

The staff room will be used by a maximum of 50 adults at any one time for meetings and 35 for dining.

ORIENTATION AND RELATIONSHIPS

FACULTY ROOM



TEACHER WORK ROOM

I. INTRODUCTION

The workroom needs to be an area that is big enough to accommodate all needed equipment and five adults comfortably at any given time. This room is a necessity to all teachers because a variety of teaching materials will be developed in this room.

II. CURRICULUM TO BE TAUGHT

Curriculum resources will be created in this room.

III. EDUCATIONAL OUTCOMES

All materials developed in this room will be devised by teachers, aides, and parent volunteers. The materials will be utilized by students, yet the student will not be allowed in this room.

IV. DISCERNIBLE TRENDS

Hands-on learning trends indicate a need for teacher-developed materials, utilizing all equipment. Literature-based reading indicates a need for a book-binding machine, laminator, and overhead projector for project development.

Teachers setting up new core curriculum also to include the setting up of core teams.

V. TEACHING AND LEARNING ACTIVITIES

School staff activities are as follows:

1. Measuring, cutting, writing and drawing on all sizes of paper/poster board/construction;
2. Making copies on copy machine;
3. Using thermal fax machine;
4. Laminating various types of projects;
5. Binding student-made books;
6. Using overhead projector for art project and enlarging maps, pictures;
7. Typing;
8. Sorting, stapling papers; and
9. Coordinating various projects.

VI. ORIENTATION AND RELATIONSHIPS

The teachers' workroom should be adjacent to the Faculty/Staff Lounge and near the Teacher's Resource Library. There should be a door open to the patio area.

VII. INTERNAL TRAFFIC

Ten to fifteen teachers have to move freely to and from machines to counter space, etc. A small sink should be implemented in one corner away from traffic.

VIII. FURNITURE AND EQUIPMENT

The furniture and equipment required in the Teacher's Work Room are as follows:

1. Two copiers/duplicators;
   a. Full-size capacity;
   b. One that collates, sorts;
   c. Enlarges, decreases picture size;
   d. Duplex to duplex capacity;
2. One thermal fax;
3. Self-feeding laminator--large size;
4. Book-binding machine;

5. Two paper cutters;
6. Di-cut Machine;
7. Two large 44 gallon garbage cans;
8. Counter space - 24" wide and long enough to adequately hold all equipment listed in items #1,2,3,4,5,6, 12;
9. One heavy-duty stapler with long arms;
10. Four electric staplers;
11. Button making machine;
12. Butcher paper cart--eight roll capacity with cutters;
13. Two electric typewriters;
14. Wall clock;
15. Inter-com - phone style;
16. Pencil sharpener (electric);
17. Two foot step stool;
18. Soap dispenser/paper towel holder on wall by sink;
19. Overhead projector;
20. Two computers with printers;
21. Counters with laminated surface:
    a. Two-feet wide, 36" high with base board at 4" high;
    b. Counters that have equipment, like typewriter, computer, laminator, should be 28" high;
    c. Counters to be at least 4' on each side of sink;
    d. Counters to extend down each side of wall at least 10';
    e. Additional counter space to hold two computers, 4' long; and
22. Cabinets
    a. Cabinet 4' wide x 2' deep, 6' high with adjustable shelving on one side (two doors), room to hang coats or tall sizes of paper;
    b. Cabinets beneath counter space not to be installed where equipment is to be implemented. (See furniture and equipment #9);
    c. Ten cabinets space underneath counters are to be as follows:
        (1) 4' x 2' x 36" high with adjustable shelves, full-width double door to open flush with adjacent cabinets;
    d. Eight cabinets 18" high x 16" deep,4' long with two 2' x 2' doors can be hung above counter space as applied.

IX. UTILITIES

The following utilities are required:

1. One small sink with hot and cold water with counter space 4' on each side with cabinet space underneath;
2. Phone jack for wall phone installed under wall mounted cabinet;
3. Computers with independent outlets and computer conduits to be accessed for interlinking between rooms;
4. Electrical outlets along counter tops every 4' also along walls without counters every 6'.

5. Electrical outlets to include also 220 outlets for copier were applicable, also--it is to be a dedicated circuit;
6. Electrical outlets that are linking up to computer should have battery back up;
7. Also 8 pin phone jack to be used by computer for future, ISDN and LAN Systems (local area network); and
8. To include security systems and fire alarm sensors.

X. SPECIAL REQUIREMENTS

The following are special requirements for the Teacher's Work Room:

1. Walls - Two with counter space cabinets to be installed beneath and above counter;
2. Cabinet doors tall and small, etc. are to have hinges that open flush against adjacent cabinetry.
3. One wall to accommodate copier with cabinet space above;
4. Beneath sink should be cabinet in double doors opening beneath sink would be 24" wide 24" deep, 32" high;
5. Walls to hold cabinets (reference to furniture and equipment) #5 section "C" are to be storage cabinets 4' wide, 3' high, 16" deep with adjustable shelving to be installed above computers.
6. Counter which will be also 4' long 24" wide 36" high will be for laminating machine, area behind machine needs to be open for materials to drop down after being laminated;
7. Area for paper cutter should have enough depth to accommodate paper cutter and include an attachable receptacle for a waste basket; and
8. Floor covering to be vinyl tile or linoleum.

XI. STORAGE

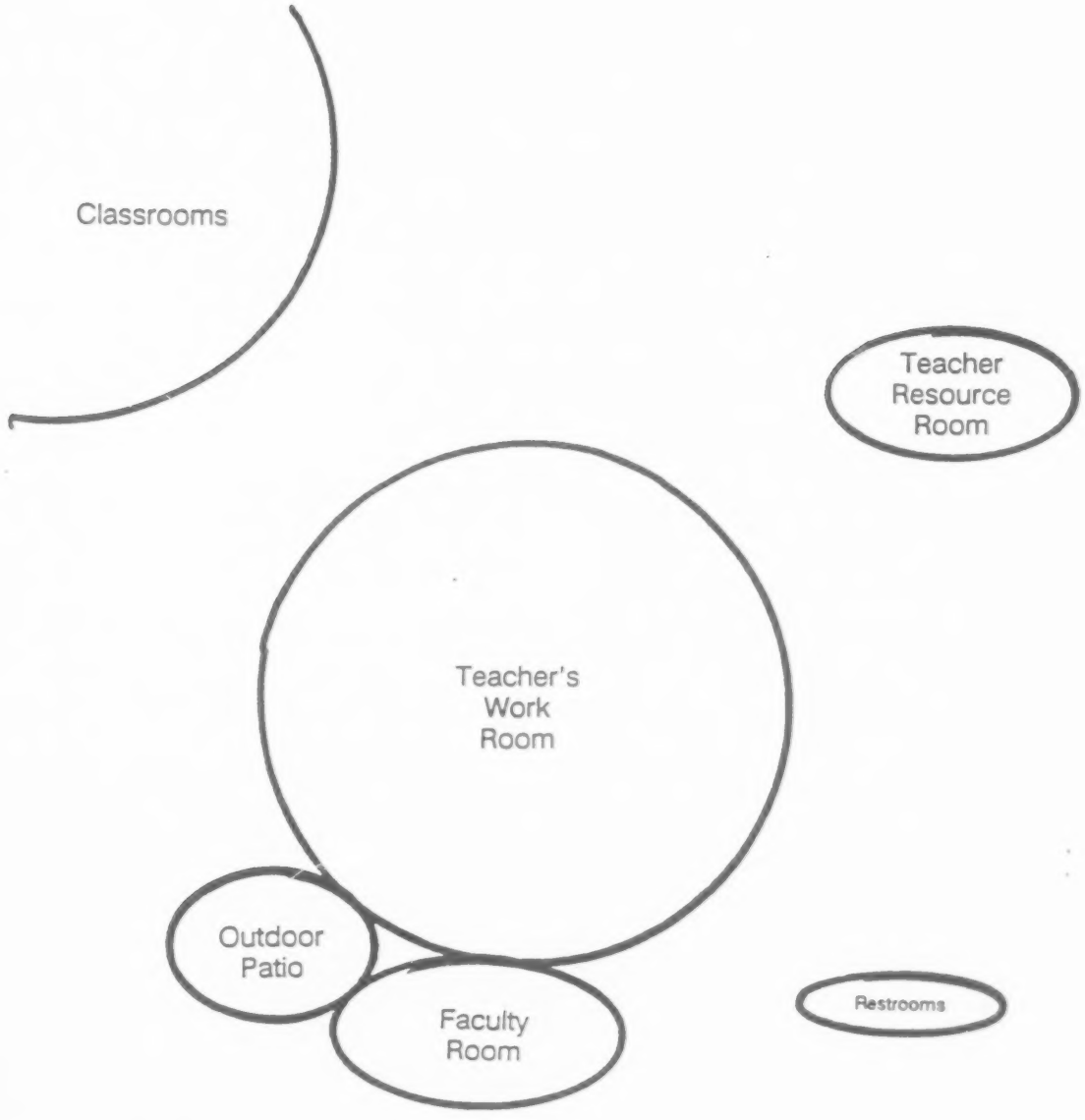
The storage requirements have been discussed under Furniture and Equipment.

XII. ENROLLMENT

The total use of the room will be done by 30 teachers, 20 teachers' aides, parent volunteers, library staff and office staff. There will be approximately ten to fifteen people present at any one time.

ORIENTATION AND RELATIONSHIPS

TEACHER'S WORK ROOM



PARENT-COMMUNITY ROOM

I. INTRODUCTION

In response to the necessity of parental involvement, it is imperative to have a Parent/Community Room. This room can be used for a variety of purposes. The main function is to have a designated area where parents and volunteers can meet and plan activities, as well as, store supplies. It may also be used for on site campus volunteers, Parent Club board meetings and as a briefing room.

II. CURRICULUM TO BE TAUGHT

Parent involvement to be encouraged. An emphasis on the needs of the student, and an awareness of promoting better education will always be an important factor.

III. EDUCATIONAL OUTCOMES

Will help parents functional role, by allowing a place, for them to gather and collectively plan activities, as well as, being able to execute them.

IV. DISCERNIBLE TRENDS

Increasing need for, as well as, use for parents to complete and carry out plans and activities, related to school programs! It is equally important to realize, that to adequately support the students through our programs, the parents need to be visible and accessible to the students and staff, in addition to, serving as role models.

V. TEACHING AND LEARNING ACTIVITIES

The activities in this room will be:

1. Telephoning and contacting parents, community leaders, and resources necessary;
2. Reviewing and considering certain materials;
3. Storing materials to be distributed;
4. Briefing and training parents and volunteers;
5. Conducting meetings and planning goals;
6. Putting materials and literature together in preparation for distribution; and
7. Helping in the school in many ways.

VI. ORIENTATION AND RELATIONSHIPS

The parent/community room should be near an entrance, towards the front of the school. Preferably, near the Principals office. In order to function properly, the room should be easily accessible by the students and general public.

VII. INTERNAL TRAFFIC

Parent volunteers will be in the room to conduct meetings, plan activities, organize necessary paperwork, etc. Approximately, 8-15 people will be seated at one time for a meeting, discussion or activity.

VIII. FURNITURE AND EQUIPMENT

The following items are necessary, in order to properly furnish the room and maximize productivity:

1. 3 rectangular tables (capable of seating 4-5 people);
2. 15 stackable chairs;
3. Dustless marker board;
4. Clock;

5. Wastebasket;
6. Stapler/staples;
7. Scissors;
8. Hole puncher;
9. Ruler;
10. Computer (Data) with dot matrix printer;
11. Sink;
12. Telephone;
13. Security system;
14. Intercom;
15. Kitchen unit (small refrigerator);
16. Hot beverage dispenser;
17. Tackboard textured walls;
18. Fire extinguisher;
19. Portable/collapsible metal easel with pointer;
20. Anti-static carpeting; and
21. Durable floor mat for entrance.

IX. UTILITIES

In order to function at it's fullest capabilities, the parent room requires the following:

1. Phone outlet (wall mounted) towards the back of the room;
2. Electrical outlets near bottom of walls, 6 feet apart;
3. Electrical outlets 4 inches above counter top (1 on each side of the counter);
4. TV/VCR outlet;
5. Cable outlet;
6. Heating and air conditioning with central controls;
7. Adequate lighting with switch next to door;
8. Four - 8-pin modular jacks, ISDN compliant, voice and data capable;
9. P.A. system;
10. Sink with hot and cold water;
11. Security system; and
12. Intercom.

X. SPECIAL REQUIREMENTS

Keeping in part with the parental/community involvement, it would seem reasonable to request some natural lighting in the room. A window would be highly desirable.

XI. STORAGE

The following items are needed in the room:

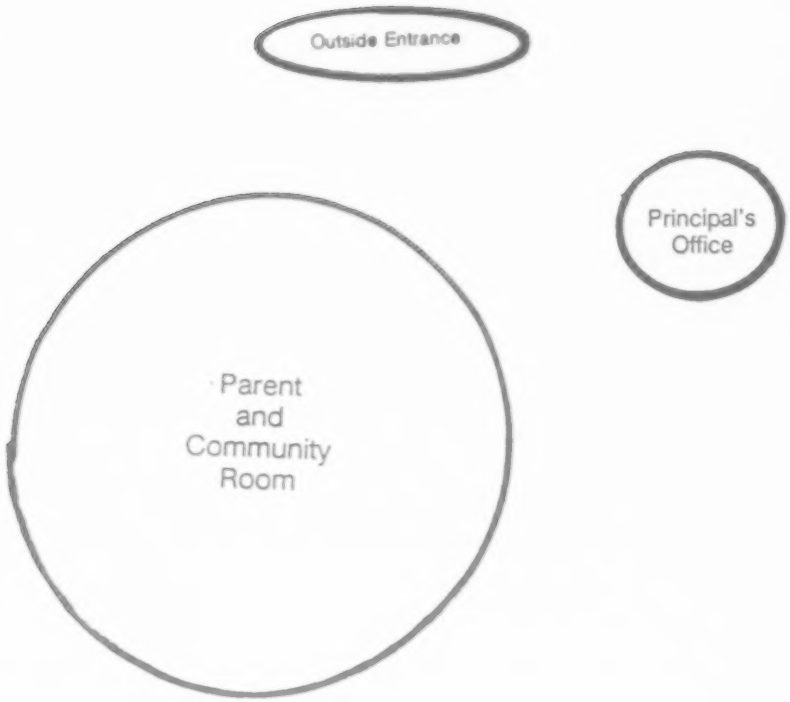
1. 8 foot counter;
2. Cabinets/drawers/adjustable shelves (kitchen type - under sink and above counter);
3. Locks on cabinets; and
4. 1 cabinet (7 x 3) with adjustable shelves, 32 inches deep; and
5. 1 cabinet (7 x 3) with enough space to hand 3 coats, allowing for a shelf above and below, with lockable cabinet (master keyed for all cabinets).

XII. ENROLLMENT

The parent/community room will have anywhere from 8-15 people at one time for meetings, discussion or activity. The room should be planned for a maximum of 15 people.

ORIENTATION AND RELATIONSHIPS

PARENT AND COMMUNITY ROOM



DISPLAY AREAS

I. INTRODUCTION

Display areas should be placed in high traffic areas specifically designed to highlight student work.

II. CURRICULUM TO BE TAUGHT

Display areas are an integral part of all curriculum areas and allowing students an opportunity to visibly demonstrate what they've learned, and give the community an opportunity to view student work.

III. EDUCATIONAL OUTCOMES

Students will demonstrate pride in their work, gain a sense of ownership and increase self-esteem through seeing their accomplishments displayed to other students, family, and community members.

IV. DISCERNIBLE TRENDS

The increasing realization of the need to build self-esteem, pride, and a sense of community in middle-grade students, and with the understanding that we are an increasingly visual society, strongly suggests the use of varying display cases THROUGHOUT the school, especially in heavy traffic areas, to highlight and display student work.

V. TEACHING AND LEARNING ACTIVITIES

Students and teachers will be given an opportunity to demonstrate and visibly display the results of their teaching and learning activities.

VI. ORIENTATION AND RELATIONSHIPS

Lighted display cases for 3-D objects and trophies should be placed in all offices, auditoriums, multi-purpose rooms, and library/media centers.

Display cases for "flat objects" should be placed near doorways of buildings in classrooms, offices, auditoriums, multi-purpose rooms, gym, library/media center, classroom clusters, and selected hallways.

A marquee, with the school name and mascot, should be placed on the outside of the school near the main entrance. A marquee should be placed near the gym to announce sporting events.

VII. INTERNAL TRAFFIC

Display cases should be placed in offices and along walls in such a manner as to allow easy access for the placing and removal of items.

VIII. FURNITURE AND EQUIPMENT

The following furniture and equipment are required:

1. One large marquee with letters, school name, and mascot;
2. One built-in locked, lighted, trophy case in office to display up to 100 trophies to run length of wall;

3. Five to seven free-standing display cases (72" high x 24" long x 24" deep (lighted) (12" high base) with lock--adjustable shelves;
4. Two octagonal--all glass display towers with four 1/4" shelves (72" high, 30" w) - lighted;
5. One marquee, approximately 3' by 3', with letters, to announce sports events;
6. Five "flat" display cases 4' x 4' with lock;
7. Five "flat" display cases 3' x 3' with lock; and
8. Five "flat" display cases 5' x 5' with lock: Items 6 - 8 depends on number of classrooms and class clusters.

IX. UTILITIES

Built in trophy case would require specific wiring to meet lighting needs. Outlets (standard wiring) for display cases.

X. SPECIAL REQUIREMENTS

Glass would need to be low maintenance: easy to clean, scratch resistant, safety glass.

All display cabinets should be lockable, preferably with a standard key to fit all.

Display areas must be easily accessible for changing of displays.

XI. STORAGE

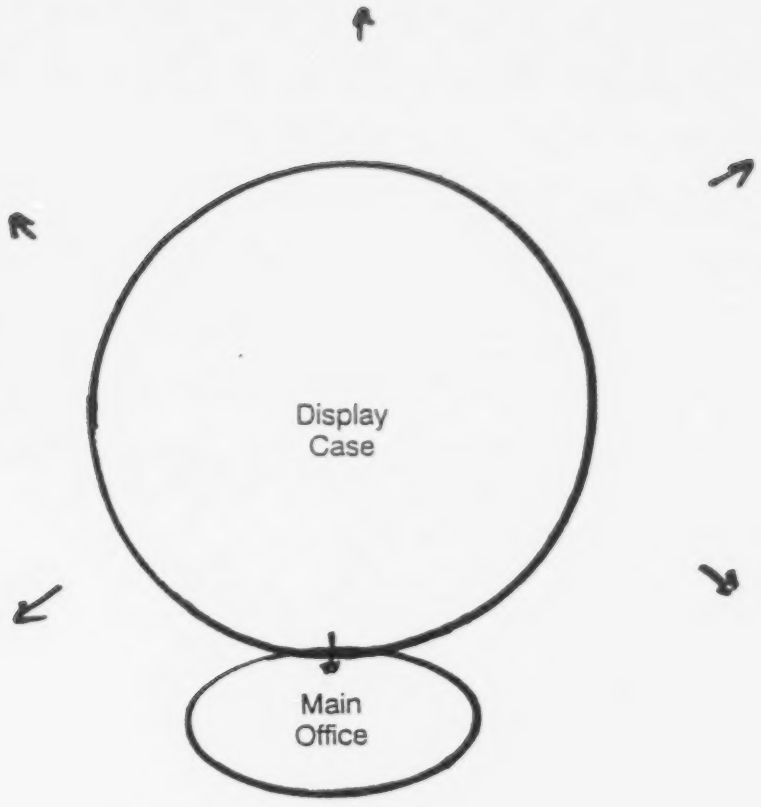
Storage for letters, numbers that would be used in the marquees, preferable in office or student government room.

XII. ENROLLMENT

750 to 900 students plus community members will view displays.

ORIENTATION AND RELATIONSHIPS

DISPLAY CASES



28.4

MULTIPURPOSE, KITCHEN, CAFETERIA, COMMONS

I. INTRODUCTION

The multipurpose room with food service is used for a variety of purposes. The main function is a multi-use facility. It will be used for lunch room, assemblies, concerts, school productions, movies, banquets, community meetings, and PTA fund raisers. The serving kitchen is separated by a roll-up door and is used for heating and serving food and snacks. The Community Serving Area is used for community functions and is accessible to the public.

II. CURRICULUM TO BE TAUGHT

The curriculum areas served by the multipurpose room, kitchen, and community serving area include:

1. Nutrition/Foods Projects;
2. Assemblies;
3. Rainy day recess/P.E. Activities;
4. Dances;
5. Meetings;
6. Graduation exercises;
7. Concerts;
8. Banquets; and
9. Community Activities and Forums.

III. EDUCATIONAL OUTCOMES

1. The Serving Kitchen will be used to heat and serve meals and snacks for the entire school;
2. The stage will allow for band, music, and drama performances, and the possibility of classroom instruction;

3. Band, choir, drama performances will enhance student skills and appreciation of fine arts;
4. Multipurpose room will be used for community outreach programs and adult education; and
5. Community Serving Area will be used for community purposes.

IV. DISCERNIBLE TRENDS

The multipurpose room will be used for a cafeteria, performances, community activities, and an emergency shelter facility. The stage should be situated along the long side of the room with handicap access by lift or ramp. The most recent developments in products for ease in maintenance and sanitation in the kitchen and snackbar should be utilized. Community use should be encouraged by making available the use of the multipurpose room and Community Serving Area.

V. TEACHING AND LEARNING ACTIVITIES

The multipurpose room will be used for the following activities:

1. Band concerts;
2. Plays;
3. Talent shows;
4. Meetings;
5. Movies;
6. Community education;
7. Lunches;
8. Fund raisers;
9. Graduation exercises;
10. Assemblies; and
11. Emergency services.

Food services will include:

1. Heating and serving food; and
2. Consumption of food.

Community Serving Area activities will include:

1. Heating and cooking food for community uses.

VI. ORIENTATION AND RELATIONSHIPS

The multipurpose should include inside bathrooms, drinking fountains, and storage rooms. The orientation and relationships include:

1. The multipurpose room should be removed from classroom areas and close to the outdoor eating area;
2. The kitchen area should be separated from the main floor of the multipurpose with a wall and one roll up serving window over the 12' - 14' serving counter;
3. Two roll-up serving windows, side by side but separated by a accu-scan cash register on a 20" deep counter which extends beyond the windows, should access the outdoor eating area;
4. There should be an access door to the kitchen area from the outside for delivery services;
5. There also should be a drive-up access to outside door;
6. The delivery/receiving area should be away from pedestrian traffic and drop off area;
7. There should be a lockable door from kitchen to multipurpose room;
8. The multipurpose room should be close to the parking area for easy access for the public;
9. The stage should adjoin the main floor and have double access doors to the rear, with ramps for loading/unloading, and a handicap entrance;
10. The stage should also have an accessible door through the inside of the multi-use building;
11. The stage should be raised with storage underneath or retractable stairs across the front which could fold flush with the wall;
12. A small room should be within the Serving Kitchen for breaks and record keeping;
13. A small staff bathroom should be within the small room;
14. Adjacent to the stage, outside, should be an amphitheater which opens to a quad area covered by a shade cloth;
15. Music storage room for instruments, music stands and sheet music; and
16. Multipurpose room should have at least four double door entry/exits to outside for convenience and safety.

VII. INTERNAL TRAFFIC

The main floor will seat and accommodate at least 900 and need visibility to the stage. People will be moving in and out in five minutes of time. Classes of students will enter and exit the room periodically during the day.

Some students will buy hot lunches. The students buying hot lunches will need to be served quickly. All students will be disposing waste. Approximately half the student body will be seated inside at one time during lunch.

VIII. FURNITURE AND EQUIPMENT

The furniture and equipment for the multipurpose room include the following:

1. 350 folding chairs needed, with dollies, to store under stage;
2. Piano on fixed portable rolling stand with safety lock on rollers;
3. Clock and flag set;
4. PA system with tape deck, phonograph, speakers;
5. Stage curtains should be center drawn with black out capabilities;
6. Electrical outlets should be provided in front of the stage with mike jacks located in the floor and on the walls;
7. A 4' x 12' dry erase white board should be on the stage wall for teaching purposes;
8. Retractable projection screen;
9. Tables/benches which can be folded and stored, recessed in the walls, for half the enrollment; and
10. Four 10' tables.

The furniture and equipment for the serving kitchen include:

1. Microwave;
2. Two-compartment sink 29" x 23" with 30" drain boards on both ends, and also a handwashing sink with paper towel and soap dispensers;
3. Two convection oven ranges with hood overhead, power should be 115V - 12 Amps or 220V - 6 Amps;
4. Walk-in refrigerator/freezer for food and products;
5. 12-14' of 40" counter space, 36' high, with 8" recess on the student side with sneeze guard and shelf above, allowing for roll-up doors to close to counter;
6. Within the counter should be one built-in refrigerated milk dispenser;
7. Built-in cabinets should be under the counter on the kitchen side;
8. Four built-in hot food units in the serving counter as well as a 4-drawer warming cabinet;
9. Table work space approximately 8' x 2' x 2.5';
10. At least 5 additional separate 3-prong outlets;
11. Movable milk cooler to hold 16 cases;
12. Racks or carts;
13. Self-contained 2-compartment steamer;

14. Ice cream freezer;
15. Ice machine;
16. Two accu-scan cash registers;
17. Phone;
18. Fire extinguishers;
19. Desk, 2 chairs in small workroom;
20. Data computer;
21. Mirror in staff bathroom;
22. Ten 18" x 26" x 4" deep pans and ten 12" - 14" kettles;
23. Wastebasket;
24. 44 gallon (Rubbermaid) garbage can with lid and casters; and
25. Durable floor mat for entrance.

The furniture and equipment for the Community Serving Area should include the following:

1. Refrigerator/freezer;
2. Stove/oven;
3. 9' counter with deep stainless sink with gooseneck faucet and garbage disposal;
4. Microwave;
5. Hot beverage dispenser; and
6. Wastebasket.

IX. UTILITIES

The utilities required in the various areas are indicated below.

Multipurpose Room:

1. Lockable electrical outlets around the room for projectors, special lighting, and sound equipment (about every 12');
2. Drinking fountains and bathroom entrances should be from inside the multipurpose room;
3. Wiring for speakers and PA system;
4. Phone and intercom;
5. Cable TV/VCR connections;
6. HVAC central controls;
7. Fire and security system;
8. Hot and cold water in kitchen and bathrooms; and
9. Wiring sized appropriately for electrical equipment included in furniture and equipment.

Stage:

1. Lighting with overhead spots with dimming system;
2. PA system , electrical wiring on and in front of stage and on sides of stage;
3. HVAC central controls;
4. Cable TV/VCR controls; and
5. Fire and security system.

Serving Kitchen:

1. Phone and intercom in staff room;
2. Power to all equipment and GFI outlets;
3. Computer in staff room;
4. Adequate ventilation;
5. Fire and security system;
6. Hot and cold water to all sinks; and
7. Refrigerator/freezer temperature and alarm security system (warning of temperature changes);

Community Serving Area:

1. Power to all equipment and GFI outlets;
2. Hot and cold water to sink; and
3. Electrical outlets above counter.

X. SPECIAL REQUIREMENTS

1. Ceilings high enough for special activities;
2. Kitchen access door to outside delivery large enough for appliances and bulk supplies;
3. All entrances to multipurpose room are double doors, one back stage;
4. Handicap access to stage and multipurpose room;
5. Garbage area nearby with easy access to area from kitchen and lunch area;
6. Walls and ceilings should be of material to produce high quality acoustics;
7. All CURFFL requirements must be met;
8. County and State Health Department rules must be covered;
9. Fifteen-foot preparation tables and/or counter space in kitchen;
10. Stage that is able to accommodate:
    a. class productions
    b. band performances
    c. graduation exercises
    d. assemblies and awards ceremonies;

11. Durable floor mat for every entrance;
12. The Community Serving Area should be approximately 15' long with counter utilizing 9', including sink, stove 3' and refrigerator/freezer 3'. Pull-down chamfer-type door will have same tackboard texture as multipurpose walls. The door will close quietly, smoothly to the floor;
13. Recessed storage space should accommodate the lunch tables/benches for up to 450, the surface of the doors should be the same as the other tackboard wall surfaces.
14. Spacious, non-cluttered accommodation should be made in the kitchen for preparation, counter space, and work tables, pots and pans; there should be ample space for circulation during peak serving times;
15. In drama room there should be a mirror and counter and recessed lighting and storage for small props (6' x 8'); and
16. In band room there should be lockable storage for instruments.

XI. STORAGE

Adequate storage is necessary in the following areas for the following items:

Multipurpose room -

1. PA system;
2. Tables/benches;
3. Chairs and dollies under stage;
4. Four tables; and
5. One room at each end of stage for band stage (musical instruments) and drama preparation, including storage for small props--approximately 6' x 8'--and costumes;

Serving kitchen -

1. Dry storage walk-in room with shelves for cases of canned goods, small equipment, paper goods, food product containers with accessible, lockable door directly to the kitchen;
2. Closed, cabinet space above sink and stove, and below sink and counter; and
3. Space to park racks and carts;

Community Serving Area -

1. Kitchen-type storage cabinets, with adjustable shelving, above and below serving counter; and
2. Two drawers under counter.

XII. ENROLLMENT

Approximately 450 for food service, two shifts.

Approximately 500 for public events.

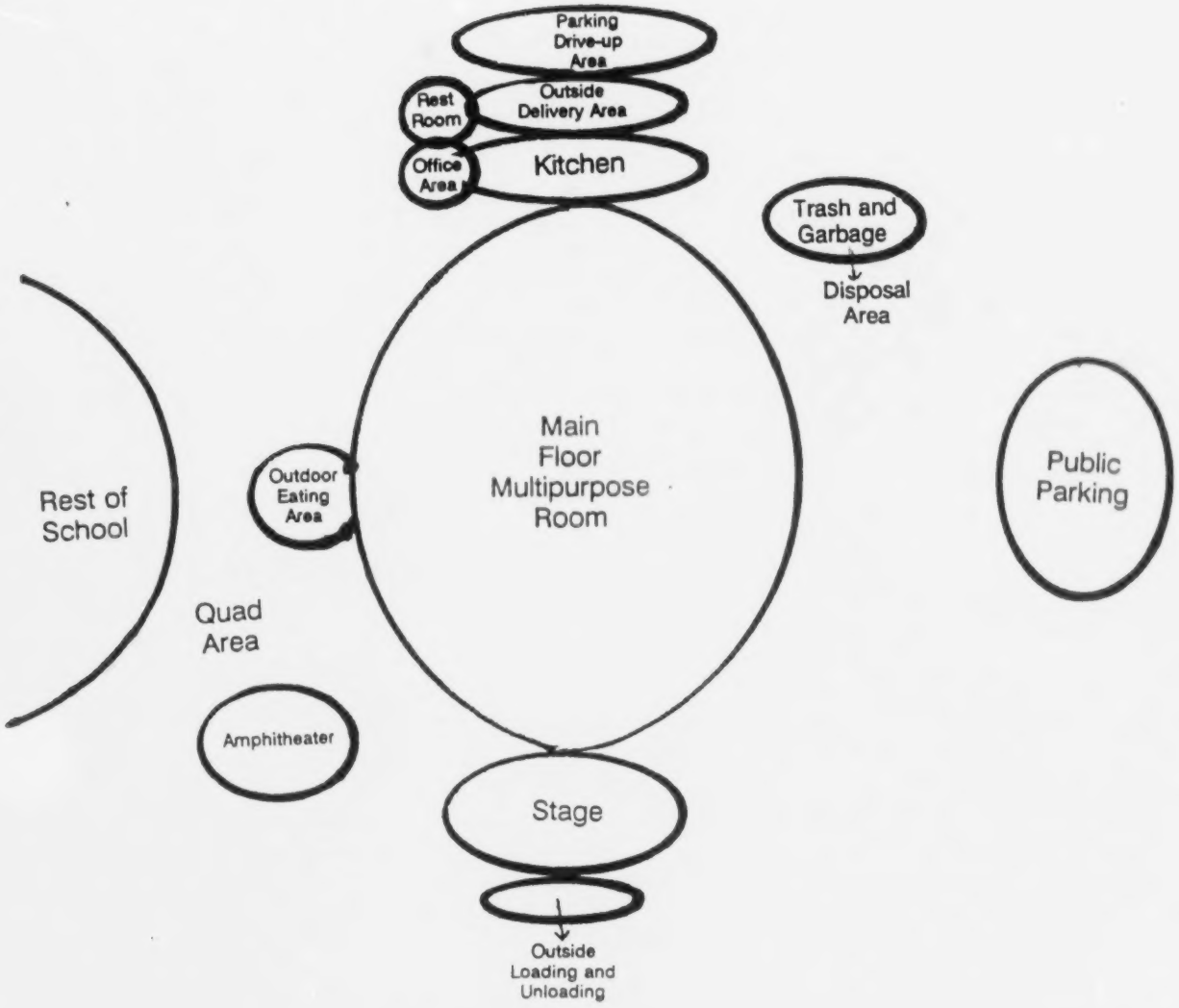
Approximately 900 for assemblies and dances.

The stage should accommodate drama and school productions such as band and chorus presentations.

The stage should accommodate community events such as adult education, community watch presentations, public hearings, forums, fund raisers.

ORIENTATION AND RELATIONSHIPS

MULTIPURPOSE, KITCHEN, COMMUNITY SERVICE AREA



CUSTODIAL ROOM AND SITE OPERATIONS

I. INTRODUCTION

Custodial room-storage for supplies is needed for the school, classroom, cleaning, shipping, receiving, and activities with driveway access, and also to be used as a work area.

II. CURRICULUM TO BE TAUGHT

Safety/proper management of Hazardous Materials: Annual back refresher course, monthly site meeting, education of proper methods of the custodian's job.

III. EDUCATIONAL OUTCOMES

To service the building needs so that learning and teaching can take place.

IV. DISCERNIBLE TRENDS

Increased use of technology in the physical plant, requiring some specialized knowledge about maintenance and site upkeep.

V. TEACHING AND LEARNING ACTIVITIES

The custodian keeps the buildings clean and neat, services and maintains equipment, grounds, classrooms, and site.

VI. ORIENTATION AND RELATIONSHIPS

The custodial room should be near the cafeteria and have access to road and loading out area.

The custodial closets should be near any of the restrooms and classrooms for emergencies.

VII. INTERNAL TRAFFIC

Does not apply.

VIII. FURNITURE AND EQUIPMENT

The furniture and equipment needed in the custodial rooms are indicated below:

The custodian Site Operation and Storage Rooms: The room will include the following:

1. 30' x 30' x 9' (amount of square feet needed for year-round school);
2. Access to main road via concrete driveway for convenience in loading/unloading supplies, etc.;
3. Overhead fluorescent lighting;
4. Adequate power duplexes every eight feet on each wall;
5. Concrete slab (floor);
6. Fire alarm/sprinkler system;
7. Intrusion alarm security system;
8. Climate-controlled heat/air system;
9. Separate-controlled ventilator fan;
10. Work bench (10' long with vise);
11. Genie lift for 9' door;
12. Central vacuum;
13. Two 17' advance buffers;
14. Two industrial vacuum cleaners;
15. One wet/dry vacuum;
16. Two custodian carts;
17. Hand tools/general/electrical;
18. Two hand-trucks;

19. Ladders (6', 7', 12', 24' extension latter) all to be fiberglass;
20. 20' x 20' x 8' storage for classroom supplies and equipment; and
21. Bathroom with showers, sinks with hot and cold water for male and female custodians.

IX. UTILITIES

The utilities required are as follows:

1. Each custodian sub-station will have hot and cold water with slop sink;
2. At least three duplex receptacles G.F.I, in sub station, 110 volt;
3. Adequate fluorescent lighting;
4. Temperature control panel;
5. 200 amp service in main custodian room; and
6. Two - 220 outlets to be installed in custodian room for welder and test station.

The main custodian room will have an electrical power strip above the work bench.

X. SPECIAL REQUIREMENTS

1. Two to three satellite custodial sub stations; A small storage closet for supplies is needed at each restroom location;
2. Size 10' x 10' x 12';
3. Shelving to set cleaning products and janitorial supplies;
4. Utility mop sink with hot and cold water;
5. Center floor drain;
6. Adequate electrical power;
7. Heating and ventilation system;
8. Hanger system for mops and brooms; and
9. Proper security door locks with E series Schlage.

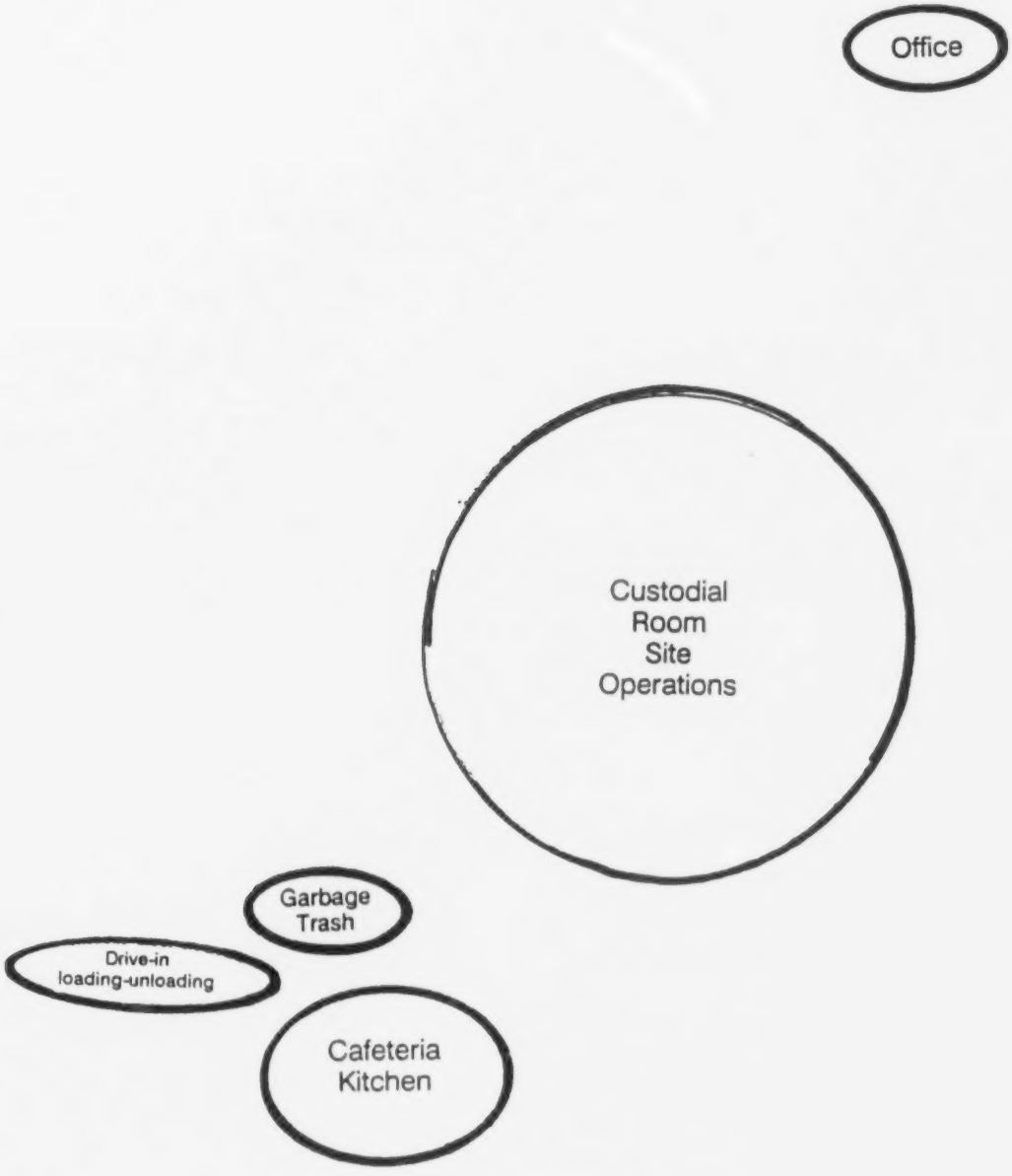
XI. STORAGE

See Furniture and Equipment.

XII. ENROLLMENT

ORIENTATION AND RELATIONSHIPS

CUSTODIAL ROOM - SITE OPERATIONS



GROUNDS:
Landscaping, Bike Racks, Parking-Transportation

I. INTRODUCTION

Landscaping:

The grounds around the site are to be landscaped to ensure the minimum of foliage, trees, lawn area to be maintained. It should be drought resistant, including tan bark, colored rock, xerophytic drought resistant cactus, etc. Concrete walkways around classrooms, loading, unloading, shipping, and receiving zones.

Bike Racks:

1. Enough area for 100 bike racks, with room for expansion;
2. Asphalt surface;
3. Security fence around bike racks; and
4. Five foot double gate at entrance, 4 foot single gate for exit.

Parking/Transportation:

Auto -

1. Forty foot ingress/egress road in front school;
2. Front parking lot
   a. Fifty spaces for staff parking,
   b. Fifteen spaces for visitors,
   c. Handicap as required by code for staff and visitors;
3. Rear parking lot
   a. Fifty spaces for staff parking,
   b. Twenty spaces for visitors,
   c. Handicap as required by code for staff and visitors,
   d. Bus loading and unloading zones;

Bus -

1. Forty foot ingress/egress to get buses safely on and off properly on front of property to street;
2. Sixty feet of marked curb to park buses for loading and unloading (not to be used by cars or shipping/receiving);
3. Chain link fence around rear lot with 2 four-foot walk-through gates and I twenty-foot vehicle gate for access to playground side for emergency purposes/fire department access;

4. Buses to unload students at either gate which will be designated;
5. Security lighting where needed during night time activities; and
6. Special consideration: Buses for special education children, especially equipped buses (SPAB - ED) or wheel chair handicapped children have appropriate painted curb and slope.

II. CURRICULUM TO BE TAUGHT

Environment of the grounds provides a pleasing, aesthetic atmosphere, which enhances learning.

III. EDUCATIONAL OUTCOMES

The environment provides a pleasing atmosphere which enhances the artistic feelings as well as removes stress, thus creating a feeling of well being.

IV. DISCERNIBLE TRENDS

Innovation of materials used, fertilizers, herbicides, pre-emergents, sprinkler systems, fencing, playground equipment, different types of grass for durability.

V. TEACHING AND LEARNING ACTIVITIES

The custodian and grounds personnel do the following:

1. Clean and wash down sidewalk and blacktop areas;
2. Maintain a clean and attractive environment;
3. Mow lawns/weed eat;
4. Wash windows/buildings;
5. Pick up and empty trash;
6. Grade and maintain play areas;

7. Make P/M checks on all play equipment, asphalt, grass areas, school buildings, security systems, sprinkler systems;
8. Check building for vandalism; and
9. Make proper recommendations for night crew or director of maintenance.

VI. ORIENTATION AND RELATIONSHIPS

Grounds beautification is going to have effects on the administration, classroom, storage, special education, day care, and workrooms.

Outdoor gardening beds should be easily accessible to classrooms. Each classroom area should be designated a plot.

VII. INTERNAL TRAFFIC

Does not apply.

VIII. FURNITURE AND EQUIPMENT

The following landscaping materials and equipment is required:

Landscape:

1. Install drip system in appropriate areas;
2. Adequately-sized automatic sprinkler system with potential for future growth;
3. Drought resistant plants and trees to be compatible with drip system;
4. Installation of conduits under applicable roads, sidewalks, and parking lots for future expansion of water and electric of irrigation;
5. Type of grass should be determined after soil analysis;
6. Landscaping care equipment needed;
7. Diesel-powered front lines mower (72" deck);
8. Gas-powered 21" self-propelled mower;
9. Gas-powered weed eater (Red Max);
10. Gas-powered hedge trimmer;
11. Gas-powered edger "Lawn" (Red Max);

12. Miscellaneous shovel, rakes, brooms, etc.;
13. Portable fertilizer spreader;
14. Gas cans/funnels;
15. Chemical sprayers;
16. Gas-powered 16: chain saw;
17. 20' x 20' storage building to house and include landscaping equipment, away from school building with smoke detector and auto fire sprinkler system and security alarm;
18. Proper lighting inside container/ventilation;
19. Washroom/shower for hazardous materials' contact, proper plumbing and drains, shelving, and work bench area, 8' long;
20. Gardening equipment in each of the core classroom planting areas; and
21. Adequate amount of hose bibs with anti-syphon attachments no more than 75 feet apart.

IX. UTILITIES

The following utilities are needed:

1. Electric duplex receptacles on all four wells of the storage building; fluorescent lighting inside of container (for outdoor lighting, see special requirements);
2. Landscaping areas and grounds to be watered as needed;
3. Hose bibs available for cleaning and washing down of sidewalks and blacktop areas; and
4. 110 volt receptacles on the outside of each building with water proof locking covers (to avoid vandalism).

X. SPECIAL REQUIREMENTS

The grounds have the following special requirements:

1. Perimeter security fencing;
2. All electrical/plumbing/cable/computer/etc. conduits to be run underground;
3. Public telephone (a) office area, (b) gym area, (c) parking lot area;
4. Interior concrete paths for maintenance department and fire department access;
5. Proper drainage of blacktop area and lawn area, landscaped areas into appropriate metal-grated catch basins to exit away from site;
6. Separate steel shed for flammable storage materials, no power, 6' x 6' linear feet shelvings;

7. Flag pole: consider Fiberglass pole with "tamper-proof" ropes inside pole, which are lockable to prevent vandalism;
8. Parking lot/campus lighting "SVH" to be implemented to avoid shadows and blind spots for security purposes/safety;
9. Emergency lighting for pathways, blacktop areas;
10. Asphalt surfaces; seal all surfaces for long life;
11. Concrete pathways be brushed to avoid slipping; and
12. Enough planting area (6' x 12' x 12') for gardening and classroom projects.

IX. STORAGE

See storage shed under furniture and equipment.

XII. ENROLLMENT

All students, staff, and community.

RESTROOMS

I. INTRODUCTION

The restrooms have to be located to serve the intermediate unit, administration area, multipurpose area, gym, or P.E. area, and new food area.

II. CURRICULUM TO BE TAUGHT

Does not apply.

III. EDUCATIONAL OUTCOMES

Does not apply.

IV. DISCERNIBLE TRENDS

Does not apply.

V. TEACHING AND LEARNING ACTIVITIES

Does not apply.

VI. ORIENTATION AND RELATIONSHIPS

There are restroom facilities called for in or near the following areas:

1. Classrooms 6, 7, 8;
2. Administration;
3. Multi-Purpose Room;

IX. UTILITIES

The following utilities are needed:

1. Hot and cold water is required in each restroom;
2. Electrical duplex receptacles in each restroom with waterproof/vandal proof covers GFI, 110 volts;
3. Key switch operated light switches; and
4. Key switch operated ventilation fans.

X. SPECIAL REQUIREMENTS

The following are special requirements for each restroom:

1. Air sanitizers for all restrooms, including administrative restrooms;
2. Individual shut-off valves for in-line water supply to lavatory fixture in each restroom (for repair or replacement purposes);
3. Shut-off valves to be recessed in wall with locking doors;
4. Removable, recessed door mats--see plans as per Hewlett Packard;
5. Recessed flush valves with push type handles including urinals; and
6. Vacuum type breaker hardware for all bathroom, closets, and wall hanging fixtures.

XI. STORAGE

The custodian closets near each restroom should have storage for paper, soap, and other materials.

XII. ENROLLMENT

All students, staff, and community use.

4. Library - Media;
5. Outdoor P.E.;
6. Day Care;
7. Staff Lounge; and
8. Food Service.

Refer to each area for special needs.

Location and number of facilities should need all state code requirements.

VII. INTERNAL TRAFFIC

Does not apply.

VIII. FURNITURE AND EQUIPMENT

The following furniture and equipment are required in the restrooms:

1. Handicapped accessible toilets in all bathrooms;
2. Fire alarm/light strobe to be installed in all bathrooms;
3. Instant handless faucets, push type with automatic off;
4. Floor drains/with proper slopes towards drains;
5. Skylights with proper vandal-proof glass;
6. HVAC or Ventilation (exhaust fans);
7. Electric hand dryers--recessed in walls;
8. Stainless steel mirrors/implemented in all bathrooms;
9. Appropriate numbers of wall-hung urinals with the consideration for children/adults, depending on location with the idea of 750 students with potential of 900 students;
10. Appropriate number of water closets (wall hung) to include modesty/panels (w/locks) and with the consideration for height for children and adults depending on location;
11. Soap dispensers in all lavatories;
12. Fluorescent lighting;
13. Key switches for lighting/ventilation;
14. Two drinking fountains outside of bathrooms (again consideration for height of children/adults and handicapped;
15. Tile roofs and tile up to at least a minimum of 6 feet (or hard, non-porous surface--hard to damage);
16. Hose bib to be implemented in each bathroom; and
17. One bathroom for every four classrooms plus other locations as indicated above.

VI. ORIENTATION AND RELATIONSHIPS

Infrared sensor should be located in room or corner of room where the sun will have no effect on it. Door bugs should be implemented where no wires are exposed. The complete system should be located in the administration building. The entire units would have its own room and be easily seen upon entering the front door of the administration office.

VII. INTERNAL TRAFFIC

Does not apply.

VIII. FURNITURE AND EQUIPMENT

The following equipment is required:

1. Security system;
2. Intrusion Alarm System/Door bugs;
3. Fire Alarm, fire alarm sprinkling systems; and
4. Intercom/clock/public address system.

*All alarms are to be in every room and to include all custodial rooms.

IX. UTILITIES

Any and all electrical needs to meet the security needs described above must be in every room.

X. SPECIAL REQUIREMENTS

All room alarms to be infrared (heat) rays to be implemented in area away from, or completely out of, direct line of heating duct. Doors to be armed by magnetic suitcases with non-exposed wiring.

XI. STORAGE

Does not apply.

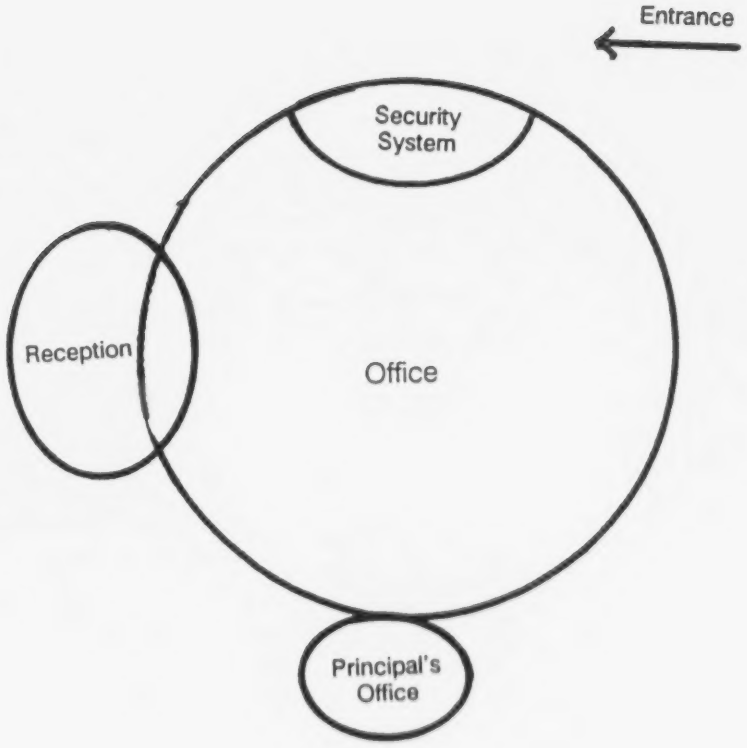
XII. ENROLLMENT

All rooms - all facilities.

Does not apply.

ORIENTATION AND RELATIONSHIPS

SECURITY



SECURITY

I. INTRODUCTION

The safety network of the school will include the following:

1. Intrusion alarms in all areas of the buildings;
2. Adequate number of conduits installed for future expansion of security/fire alarm communications/clock/tv electronic systems;
3. Central communication/clock/fire alarm systems, fire sprinkler system; and
4. All doors should be equipped with E Series Schlage locks, six pin biting series, and to be grandmaster to district office.

II. CURRICULUM TO BE TAUGHT

Does not apply.

III. EDUCATIONAL OUTCOMES

Does not apply.

IV. DISCERNIBLE TRENDS

Innovation of electrical and mechanical advancements.

V. TEACHING AND LEARNING ACTIVITIES

Does not apply.

MISCELLANEOUS ITEMS FOR CONSIDERATION

I. INTRODUCTION AND REQUIREMENTS

RATIONALE: This is a list of items that have been noted through past building experiences that should be reviewed and considered in the planning phase of this new school.

1. FLAG POLE - consider fiberglass pole with "tamper-proof" ropes inside pole which are lockable to prevent vandalism.
2. ASPHALT SURFACES - seal all surfaces for longer life.
3. DOORS - recommend door closets with spring-loaded bail to hold door open in lieu of door stops.
4. THERMOSTATS - recommend using standard type thermostats in lieu of "programmable" style electronic thermostats. Easier maintenance and operation for cost saving and user friendly.
5. MECHANICAL EQUIPMENT - recommend all future expansion of schools to be required to use same style, type equipment for compatibility of systems, economical inventory of replacement parts, easier maintenance training.
6. PLUMBING EQUIPMENT - recommend remaining consistent in type of plumbing equipment for current and future add-ons.
7. HOSE BIBS - recommend placement of external hose bibs around building at least 75 feet apart.
8. EXTRA POWER OUTLETS - recommend utility power outlets be installed near external mechanical equipment.
9. MECHANICAL ROOM (if planned) - Adequate fluorescent lighting and minimum four each power outlets.
10. TRAINING - recommended program to set up to train personnel (maintenance) in trouble-shooting, repair and operational procedures of all new mechanical equipment.
11. PARTS LISTS - recommend listing be made available of all vendors within a reasonable distance that handles available replacement parts for all mechanical/plumbing equipment.
12. EMERGENCY LIGHTING - be placed in all required areas.
13. SECURITY FENCING - Knuckled top and bottom salvage 9 gauge wire 2" mesh therma fusion with poly chloride chemically bonded to metal surface with an appropriate cured primer cyclone fencing allowing closure of building at night to discourage vandalism, etc.

14. DUMPSTER AREA -provide dumpster pads for at least up to four five yard dumpsters, with each pad enclosed with cinder block (or the like) walls in three sides and a double knuckled top and bottom salvage 9 gauge wire 2" mesh therma fusion with poly chloride chemically bonded to metal surface with an appropriate cured primer gate that is lockable. Access should be available to the street with a drive way. Food service area availability should also be considered. Also concrete or asphalt side walk from dumpsters to school for convenience of custodians. Dumpsters should be painted with matching school colors. Size of dumpsters and walls would depend on size of available dumpsters.
15. AIR SANITIZERS - should be considered for adult restrooms.
16. PAPER TOWEL AND TOILET PAPER DISPENSERS - should be type and model with joint powers pool purchase items.
17. LOCATION OF TRANSFORMERS - gas meters and circuit panels should be away from school and/or implemented in its own room with the proper state and federal requirement labels posted on inside and outside of all door and walls. These signs should be visible to anyone around or approaching this area. They should be easily identified using the proper visual signs or labels so that police and fire department can make immediate response in case of emergency.